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ABSTRACT

This document provides an overview of manpower and needs for criminal justice education in Florida. Following introductory material, Part II presents the current status of criminal justice manpower in the state in terms of quantity, type and educational attainment. This section profiles the personnel of the three major systems--police services, adjudication, and habilitation. Part III presents the current educational response to manpower needs in the field of criminal justice. This section describes the Florida educational system followed by an overview of the criminal-justice-related educational programs in the State, both public and private, and characterizes profiles of each school sponsoring such a program. Part IV represents an effort to provide education and workload standards and goals for criminal justice personnel. The final major section provides implementation guidelines for educational institutions attempting to design and develop programs to meet manpower requirements in the field of criminal justice. This part concludes with recommendations for program areas and priorities in criminal justice education. (Author/MJM)

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Manpower & Education For Criminal Justice in Florida:

ADMINISTRATION
POLICE SERVICES
HIGHER EDUCATION
HABILITATION

assessment & projected needs of the system

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MANPOWER AND EDUCATION FOR CRIMINAL JUSTICE IN FLORIDA:

ASSESSMENT AND PROJECTED NEEDS OF THE SYSTEM

Final Report of the Board of Regents
Criminal Justice Education Project
August 1973

73-24

State University System of Florida
107 West Gaines Street
Tallahassee, Florida

This public document was promulgated at an annual cost of $1250, or $1.39 per copy to inform the State's criminal justice system and higher education community of the current and projected status of criminal justice personnel and education response necessary to meet these manpower requirements.

ACKNOWLEDGEMENTS

This document represents the culmination of a two and one half year effort of extensive research significantly aided by the cooperation of both criminal justice and education personnel throughout the State of Florida. The project director and staff wish to express deep appreciation to the following individuals for their contributions of time, energy and expertise in the preparation of this study.

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The members of the project staff for this comprehensive planning effort in manpower and education for the field of criminal justice in Florida deserve a special asknowledgement because of their professional effort, perseverance and dedication throughout the development of this document.

The Corrections Coordinator, Mr. Ray Graves, was most instrumental in the development of the career lattices for the corrections component of this plan. In the Fall of 1972, Mr. Graves accepted a planning and coordination position with the Office of Career Planning, Board of Regents, Division of State Universities.

As a Research Assistant, Ms. Shirley Brunson Chiricos was responsible for the coordination of workshops and conferences and compiling the data collected. Ms. Chiricos assumed primary responsibility for the preparation of raw data for the field report and formulated the figures and illustrations utilized throughout the report. Upon completion of the project, Ms. Chiricos relocated in Houston, Texas.

The other Research Assistant for the project was Mr. Walter Turner. Mr. Turner assumed responsibility for developing survey instruments to profile the State's criminal justice education programs and in preparing drafts of much of the document, particularly Part Three dealing with the current status of education programs for upgrading Florida's criminal justice personnel and Chapters 7 and 8. Currently a Graduate Research Assistant with the Office of Academic Affairs, Board of Regents, Division of State Universities, Mr. Turner is completing his masters degree and continuing graduate studies in criminology at Florida State University.

Secretaries for this project were Mrs. Joyce Jourdan, Mrs. Joanna Levy, and Mrs. Mary Wiley. Without the long hours of typing, for which these people were responsible, the project would have suffered greatly.

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J. Price Foster
Project Director

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PART I: INTRODUCTION TO THE STUDY

The rapid emergence of criminal justice as a national concern together with the clear indication that higher education should play an important role meeting the manpower needs of this field, prompted the State University System of Florida in cooperation with the State Division of Community Colleges to seek the funding necessary to conduct an intensive planning effort. This effort would be directed toward determining how higher education might best respond to the anticipated manpower needs of Florida's system of criminal justice.

The Criminal Justice Education Project was initiated in January 1971 as a result of a grant received through the Governor's Council on Criminal Justice. This action was taken in response to the obvious necessity to address the manpower needs of the criminal justice field in Florida in a systematic way as well as to identify the role of higher education as related to these findings. The overall goal was to develop a method and organizational structure for continued comprehensive planning, development, coordination, and evaluation of post-secondary educational programs related to criminal justice within the State of Florida.

The basic objectives identified as pertinent to the successful realization of this project were:

1. To develop a system for updating current manpower and educational data regarding criminal justice personnel in the State of Florida. The need for accurate information of this type is acute in several ways. This field, perhaps more than any other involving education, necessitates a close articulation between manpower needs and educational resources. A need exists to identify and inventory the quantitative and qualitative educational requirements of criminal justice personnel by determining the present educational capabilities as well as assessing the need for degree programs to serve the State's criminal justice manpower. Through this "linking up" of manpower needs and educational resources, problem areas may be identified and solutions offered. These proposels may suggest the initiation of new programs, the revision of existing programs or the phasing out of obsolete programs. Through the planning and coordination resulting from this process, the Criminal Justice Education Project has assisted in increasing the availability of programs able to respond more appropriately to the needs of criminal justice throughout Florida.

2. To delineate educational goals and plans for community colleges, institutions of the State University System, and appropriate private institutions, thus providing for the differential use of staff having varying levels of education and who are more responsive to the needs of the agencies of criminal justice in the State. This objective includes the need to postulate the basic components of a curriculum for

institutions offering associate, baccalaureate or graduate degrees in the criminal justice field consonant with the role and scope of each given institution.

3. To provide consultation and assistance in grant preparation for post-secondary institutions. This service is invaluable in assisting educational institutions to secure the financial resources necessary for implementing needed programs expeditiously.

4. To develop comprehensive plans and guidelines for education in the criminal justice field in accordance with the manpower needs and educational goals identified by this intensive planning effort.

Current and projected manpower needs of the criminal justice system have been comprehensively identified to the degree possible within the allotted time-frame and available informational resources. Collected data has been analyzed on a statewide basis in an effort to determine the most meaningful educational response to meet the needs of personnel working in these areas.

The principle activities have been directed toward opening channels of communication, gathering the considerable data important to the problem, and assisting educational institutions with obtaining funds to implement needed programs. During the fall 1971, workshops were conducted around the State with participants attending from all facets of the criminal justice system and all levels of post-secondary education. From these five one-day sessions, which focused on small group discussion and problem indentification, came a comprehensive grasp of the "state of the art" in Florida, a much needed articulation between education and agency personnel, and an impressive series of recommendations for further educational planning to meet manpower needs.

Using questionnaires, interview schedules and information collected by other agencies, an extensive data collection effort addressing present and projected manpower needs as well as current educational response has been completed by the project staff. This study's results clearly indicate the acute need to upgrad criminal justice personnel and that educational resources in Florida have endeavored to respond to these needs, often with the restrictions of severely limited resources.

The purpose of this master plan is to provide a document for program development which may be used by the State University System, the State Division of Community Colleges and the private educational sector. State and local criminal justice agencies should also find the document useful in their personnel plans. Also, this final report of the Criminal Justice Education Project has been placed in a format compatible with the needs of the Governor's Council on Criminal Justice for a Master Plan for Upgrading Criminal Justice Personnel, as required by the Law Enforcement Assistance Administration.

This report is divided into four major areas of discussion. Part Two presents the current status of criminal justice manpower in the state in terms of quantity, type and educational attainment. This section profiles the personnel of the three major subsystems - police services, adjudication and habilitation. Part Three presents the current educational response to manpower needs in the field of criminal justice. This section describes the Florida educational system followed by an overview of the criminal justice related educational programs in the State, both public and private, and characterizing profiles of each school sponsoring such a program.

Part Four represents an effort to provide education and workload standards and goals for criminal justice personnel. These were developed through consultation and coordination with appropriate criminal justice agencies and their representatives throughout the State. This component of the plan should be viewed as a working paper for consideration by Florida's Commission on Criminal Justice Standards and Goals, as well as by agencies and educators in developing plans and guidelines. It is anticipated that task analysis programs will be funded for purposes of providing refinements and adjustments to this section of the document. Throughout Parts Two and Four, reference is made to criminal justice system personnel positions as either professional or para-professionsl. For the purposes of this study, professional positions are defined as those requiring the baccalaureate degree as a minimum educational criterion. Para-professional positions require less than a baccalaureate degree, with the attainment of the associate degree a general requisite for true para-professional status.

The final major section of this document is intended to provide implementation guidelines for educational institutions attempting to design and develop programs to meet manpower requirements in the field of criminal justice. This part concludes with recommendations for program areas and priorities in criminal justice education. These recommendations will be used by the Governor's Council on Criminal

Justice as a basis for funding educational efforts to upgrade criminal justice personnel in the State.

The appropriate staff of the State University System and the State Division of Community Colleges have reviewed and approved the recommendations set forth in this document. Furthermore, they join the project staff in urging the acceptance of these recommendations as the educational component for the Governor's Council on Criminal Justice's policy regarding the upgrading of criminal justice personnel in the State of Florida.

PART II

CURRENT STATUS OF CRIMINAL JUSTICE MANPOWER IN FLORIDA

Florida's system of criminal justice is a complex and diverse blend of local and state level components, each with varying degrees of responsibility and authority. The total criminal justice system for the State is divided into three distinguishable subsystems--police services, adjudication, and habilitation. While each subsystem deals with an identifiable social and political process, no subsystem is discrete either conceptually or in operation. The total system must be sequentially examined to understand its process and total scope.

Of the three subsystems, police services represent the initial and most active area of citizen-system interaction. The term police services is utilized to describe this subsystem, rather than the more familiar term of law enforcement since it more accurately describes the functional role this segment of the criminal justice system fulfills in our society. Most police functioning is in response to requests from community members for "called-for" services as opposed to activities associated with law enforcement and crime suppression. In Florida, local level agencies bear the major citizen response burden particularly in public service areas not related directly to actual law enforcement activities. State efforts in the area of police services are then designed to augment local capabilities and fill any voids caused by limited resources and jurisdictions.

Trial level adjudication comprises the second criminal justice subsystem. This part of the system functionally initiates subsequent to arrest and proceeds through conviction, adjudication and sentencing of the offender. Adjudicatory services for the State have been recently revised under amended Article V of the Florida Constitution, effective January 1, 1973. This article streamlined all trial courts, formerly shared by all levels of government with each having responsibility for varying jurisdictions with a two-tiered trial system composed of county courts and circuit courts. These two courts have jurisdiction over all offenses committed in violation of state, county and municipal criminal sanctions.

Habilitative services, the third subsystem in Florida's criminal justice process, has become the primary responsibility of the state government. Under this centralized habilitative concept, three state agencies provide criminal justice services. Two of these are housed within the Department of Health and Rehabilitative Services: the Division of Corrections and the Division of Youth Services; while the third, the Probation and Parole Commission, was established by statute as a separate organization. Increasing emphasis is being placed on encouraging individual communities to expand and upgrade the scope of their local rehabilitation services. As the scope of state services develops toward a community-based system of offender habilitation, each subsystems proportion of the total distribution of criminal justice manpower in the State is illustrated in Figure 1. Police services and habilitative manpower figures represent actual sworn officers or correctional personnel. However, in view of the afore mentioned Article V revision of the State's court system, totals for adjudication are listed as Full Time Equivalent (FTE) personnel based on the number of trial court judges statewide.

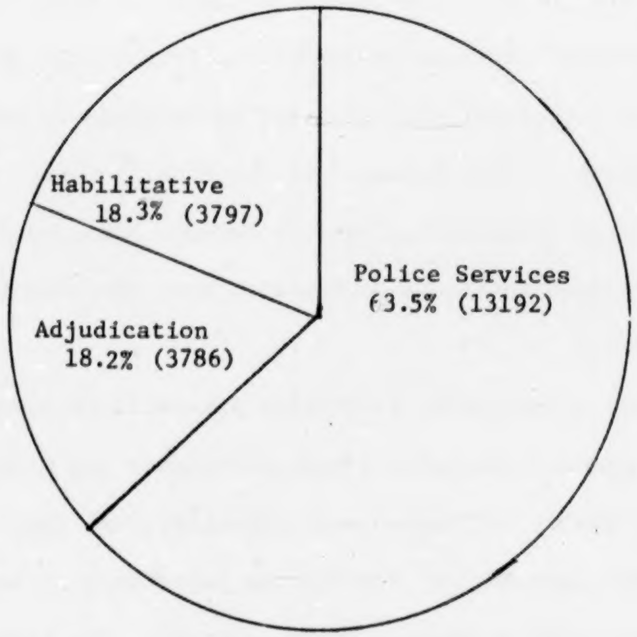

Figure 1.
Criminal Justice Manpower January 1973
Number and Percent by Subsystem
Total Systems Personnel 20775

Chapter 1: The Subsystem of Police Services in Florida

The system of police services in the State is effected at either a state agency or a county/municipal agency level of service delivery, although a significant representation of Federal personnel is also evidenced. Pursuant to the passage of Florida's Police Minimum Standards Act in 1967, the Bureau of Police Standards has been charged to insure effective training for police recruits and police officers and to certify officers so trained. With the exception of "grandfathered" officers and Federal officers, all of the State's 13192 sworn personnel providing police services in the State must meet the standards of this Bureau. At the Federal level, an estimated 550 personnel representing various Federal agencies presently perform law enforcement functions on specific task assignments throughout the State.

At the State level, 1662 sworn personnel representing some 15 agencies provide specialized law enforcement and police services on a statewide basis. Of these State organizations, the two major law enforcement agencies are the Florida Department of Law Enforcement and the Division of Florida Highway Patrol. The Florida Department of Law Enforcement became operational in 1967 and its current police service role includes the investigation of criminal law violations in general, organized crime, rioting, narcotic and drug abuse violations, and the misconduct of public officials. With more than 200 sworn officers, this department provides a three-phased police service function to the State. The first of these functions is the investigatory and apprehension role cited above. Secondly, the department provides crime information system services, primarily in two activity areas: the Florida Crime Information Center (FCIC) and Florida's Uniform Crime Report (UCR) System. Finally, the Department of Law Enforcement provides requested services to municipal, county and other state law enforcement agencies. The other major manpower pool of sworn personnel at the state level is the Division of Florida Highway Patrol. Numbering more than 950 sworn officers, this division is tasked to patrol the highways and regulate, control and direct the movement of traffic statewide, and to assist other agencies of the state in quelling mobs and riots, guarding prisoners and policing disaster areas.

In addition to these two large agencies, numerous other state agencies include sworn personnel serving the specific tasking of the agency. These agencies include the Division of Beverage and Pari-Mutuel Wagering, the Department of Natural Resources, Division of Marine Resources and Game and Fresh Water Fish, the Bureau of Arson and Fire Prevention, and the campus police agencies of the State University System.

However, the vast majority of police services are provided by the State's 379 county and municipal agencies. This total includes 67 county sheriff and public safety agencies and 312 municipal and city police departments. County police services employ 4151 sworn officers with departments ranging in size from the small (less than five personnel) operations of the State's rural northern counties to the complex operations of the Dade County Department of Public Safety. While jurisdiction and responsibility for police services the entire county served, the major thrust of county agencies is directed toward unincorporated and other areas not maintaining their own municipal police services. Within incorporated municipalities, the 312 local police departments employ some 7378 sworn officers and range in size from single man "night-watch" operations to larger urban departments such as Tampa and Orlando. These local municipal agencies provide the largest manpower resource for providing "called-for" police services to the citizens of the State.

In addition, it is important to note that although private security and police service agencies are not considered in this study, they significantly effect the total scope of police services in the State. A Department of Justice study estimates that private security and police agencies, on a nationwide basis, approximate 100 to 200 percent of their public counterparts.[1] Based on this estimate, between 13,000 and 26,000 private security and police personnel are employed in Florida. The impact of these private police services is especially relevant in view of growing efforts to license and regulate individual private police practitioners rather than their agency as is the current practice. These efforts may forseeably include a private police "minimum standards" requirement.

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[1] James S. Kakalik and Sorrel Wildhorn, The Private Police Industry: Nature and Extent Volume II, The Rand Corporation. Published in by the National Institute of Law Enforcement and Criminal Justice.

Methodological Comment.

The source of all data concerning the subsystem of police services in the state was the Bureau of Police Standards, Department of Community Affairs which maintains records on all sworn officers in the state by agency. Data was retrieved from the Bureau's master tape which included all sworn personnel as of 15 January 1973. This master tape is updated weekly incorporating informational changes submitted by each agency's training officer or police standards co-ordinator. This weekly informational input is verified on a quarterly basis.

This data resource provided the total sworn manpower in the state stratified by personnel function (e.g., patrolmen and deputies as entry level personnel, sergeants and lieutenants as supervisory, etc.), educational attainment, and age. These factors were then placed in two variable relationships to provide the most meaningful manpower-education profile of police services personnel. While the importing of profiling these personnel by personnel function, educational attainment, and age will become clearer in the subsequent discussions in Part's Three and Four dealing with education and workload standards and goals and the educational programming required to meet manpower needs, at this point it will suffice to note that police services manpower for the state was examined to determine the above mentioned relationships.

Profile of Police Services Manpower

The following two presentations illustrate the disposition of police services personnel on a statewide basis. Figure 2 illustrates the distribution of police personnel in municipal, county or state agencies. Clearly illustrated is the 87.4 percent distribution of police services personnel at the local level. State level manpower representing 12.6 percent of total police services is further stratified as either Florida Department of Law Enforcement, Florida Highway Patrol or the other State agency personnel.

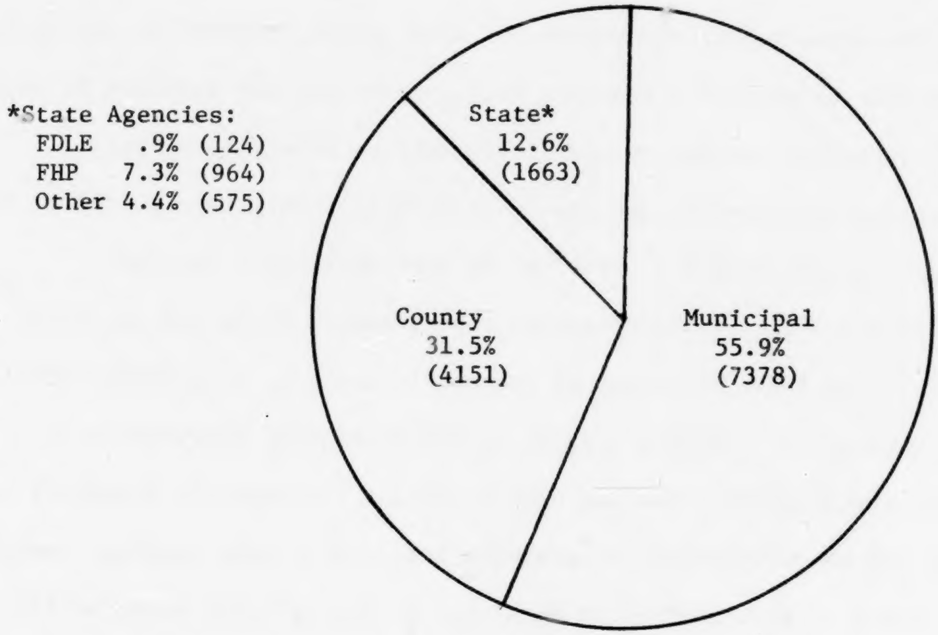
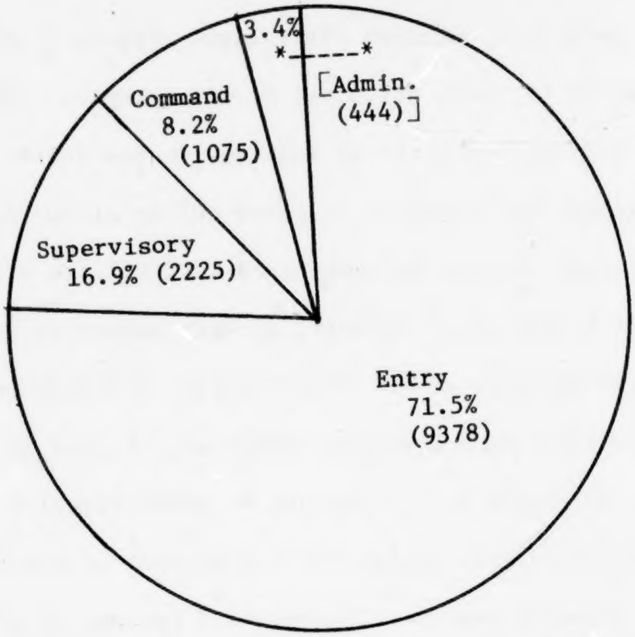


Figure 2.
Police Services Manpower January 1973
Agency Distribution of Sworn Personnel
Total Subsystem Personnel 13192

Figure 3.
Distribution of Manpower by Personnel Function
Total 13122 Does not Include 70 Non-responses



The distribution of manpower by personnel function in Figure 3 is stratified by four generally accepted functional divisions--entry, supervisory, command, and administrative. Entry level personnel comprise 71.5 percent of the total and include police officers and deputies. Supervisory personnel total 16.9 percent of statewide manpower and include corporals, special investigators, sergeants and lieutenants. Command personnel, accounting for 8.2 percent of police services manpower, include captains, directors of personnel, records, patrol and data/majors, and inspectors. The final category of personnel function, administrative/executive, includes assistant chiefs, chief-deputies, deputy directors, lieutenant colonels, public safety directors, chiefs of police and county sheriffs. These executive personnel comprise 3.4 percent of the total police services manpower.

Figures 4 and 5 relate the factors of educational attainment and age to these personnel function categories. Figure 6 shows the educational attainment of sworn personnel by age grouping. Collectively these tables provide a profile of manpower in the police subsystem.

In examining the breakdown of personnel by either educational attainment or age, it must be remembered that Figures 4 and 5 list percentages of actual sworn officers in each personnel function area rather than the absolute number of officers. A higher percentage does not necessarily mean a higher number of officers in any category. For example: in Figure 4, 7.2 percent of administrative personnel hold the bachelors degree while only 4.3 percent of entry level personnel hold such a degree. However, 4.3 percent of total (9378) entry personnel is a considerably larger figure than 7.2 percent of the total (444) administrative personnel. Another example, taken from Figure 5 shows that while only 7.1 percent of the entry personnel fall in the 46-55 year group, supervisory personnel have 21.6 percent of their number in that age strata. Again, however, 7.1 percent of the total (9378) is approximately 660 sworn officers while 21.6 percent of the total (2225) supervisory personnel is approximately 418 officers.

STATE SUMMARY OF FLORIDA'S POLICE SERVICE PERSONNEL 1973

Percent Educational Attainment by Personnel Function

	Entry (9378)	Supervisory (2225)	Command (1075)	Administrative (444)	Total of All (13122)
GED	11.7	12.1	13.0	20.7	12.1
H.S.	75.2	70.6	69.9	66.1	73.7
Associate	8.7	10.0	11.2	3.1	9.0
Bachelors	4.3	6.5	5.2	7.2	4.8
Masters	.1	.7	.6	2.1	.3
PhD	.0	.0	.1	.8	.0
Total of All	100.0	100.0	100.0	100.0	100.0%

Figure 4.

STATE SUMMARY OF FLORIDA'S POLICE SERVICE PERSONNEL 1973

Percent Distribution of Age by Personnel Function

	Entry (9378)	Supervisory (2225)	Command (1075)	Administrative (444)	Total of All (13122)
Under 21	.0	.2	.0	.0	.1
21-25	14.9	.6	.1	.9	10.8
26-35	55.7	31.2	12.6	11.6	46.5
36-45	20.3	40.2	41.6	24.5	25.6
46-55	7.1	21.6	36.3	36.3	13.0
56-60	1.3	4.2	6.4	15.4	2.7
61-65	.4	1.5	2.2	8.2	1.0
65+	.3	.5	.8	3.2	.5
Total of All	100.0	100.0	100.0	100.0	100.0

Figure 5.

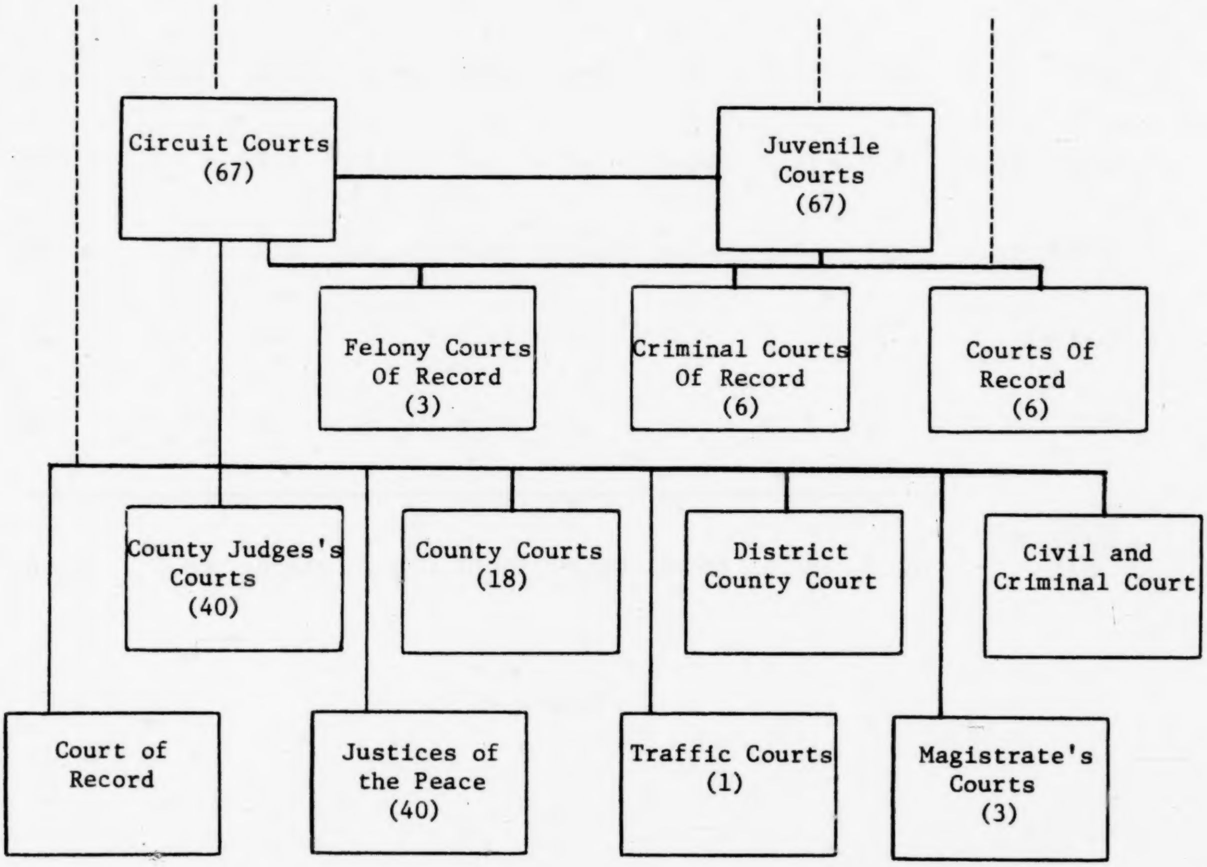
STATE SUMMARY OF FLORIDA'S POLICE SERVICE PERSONNEL 1973

Percent Educational Attainment by Age Distribution

	Under 21	21-25	26-35	36-45	46-55	56-60	61-65	65+	Total of All
GED	12.5	5.0	10.5	15.9	17.2	14.0	17.6	.0	12.2
H.S.	77.1	72.2	73.1	74.3	74.3	79.2	75.3	89.7	73.7
Associates	8.3	14.0	10.7	6.7	3.9	3.0	1.2	.0	9.0
Bachelors	2.1	8.7	5.4	2.7	3.9	2.6	5.9	7.7	4.8
Masters	.0	.0	.4	.2	.5	.8	.0	.0	.3
PhD	.0	.0	.0	.1	.1	.1	.0	2.6	.0
Total of All	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Figure 6.

FLORIDA'S STATE TRIAL COURT SYSTEM
31 December 1972


Circuit Courts (67)
Juvenile Courts (67)
Felony Courts Of Record (3)
Criminal Courts Of Record (6)
Courts Of Record (6)
County Judges's Courts (40)
County Courts (18)
District County Court
Civil and Criminal Court
Court of Record
Justices of the Peace (40)
Traffic Courts (1)
Magistrate's Courts (3)

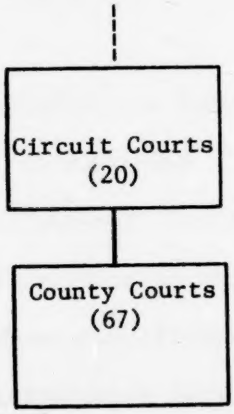
----- Indicates appellate review or Constitutional questions for consideration by the Supreme Court.

Figure 7.

Chapter 2: The Subsystem of Trial Level Adjudication in Florida

The system of adjudication at the trial level in Florida underwent a comprehensive revision following the ratification of the amended Article V of the Florida Constitution (see Figures 7 and 8). This action became effective on 1 January 1973 and significantly restructured the criminal trial court process for all state courts. Prior to this time, excepting the 67 circuit and juvenile courts, trial courts were created to meet local needs. This had historically proved a complex and confusing judicial hierarchy ranging from Justices of the Peace and Magistrate's Courts to Felony and Criminal Courts of Record.

FLORIDA'S STATE TRIAL COURT SYSTEM
1 January 1973



---- Indicates appellate review or Constitutional questions for consideration by the Supreme Court.

Figure 8.

Under the stipulations of Article V and the structuring of the Supreme Court and the Legislature, Florida is divided into twenty judicial districts. Each district, which may include from one to seven counties, has at least two circuit judges. There is total of 261 circuit judges statewide. As provided by Supreme Court rule, within each circuit, a Chief Judge is chosen. This Chief Judge is responsible for the administrative supervision of the circuit court and county courts in his circuit.

At the local level, each county has at least one county judge who may hold court throughout the county. There are 148 county judges statewide. County Courts, under Article V, generally have original jurdisdiction in all criminal misdemeanor cases not cognizable by circuit courts, all violations of municipal and county ordinances, and all civil proceedings in which the matter in controversy does not exceed the sum of $2500.00.

Circuit courts deal with all felonies, misdemeanors arising out of the same circumstances as a felony which is also charged, and all cases dealing with juvenile justice. Appeals from county courts may also be heard by the respective circuit court as well as most probate matters, actions involving real property, and cases involving tax assessment or toll.

The revisions of judicial structuring affected by Article V have potentially streamlined this process phase of criminal justice in Florida.

However, an examination of the new court system's structure does not present the total scope of the adjudication process. Not directly experienced by the defendant as he passes through this phase of the system is the role of court administration personnel. With the responsibility for supervision and administration of each circuit and the county courts within falling upon the Chief Judge of the circuit, it is obvious that such tasking cannot always be done personally by the Chief Judge in addition to his regular judicial duties. In a large circuit, such as the fourth, the extensiveness of such managerial tasks is readily apparent. In addition to the 22 circuit judges, 12 county judges from the three-county area of Clay, Duval and Nassau must also be managed. In addition, the personnel providing the actual managerial, clerical and recordskeeping functions of the court, both in direct court operations and in-house court support activities, must be considered. Tasking at this level necessitates professional court administrative personnel capable of applying their managerial skills to the adjudication process.

Historically based on trial court adversary proceedings, a final consideration of the adjudicatory process must be acknowledgement of the role of counsel, for both the state and the accused.

For the State, Article V provides for the office of a state attorney for each judicial circuit. This elected official is the prosecuting office for all trial courts in the circuit. The state attorney may appoint such assistant state attorneys as may be authorized by law. In addition, municipal prosecutors may be authorized for county court level prosecutions of municipal ordinance violations. For the accused, private practice trial lawyers for counsel at any jurisdictional level are available to those able to afford their services. For indigent persons accused of crime, public defenders and their assistants are provided in much the manner as state attorneys. While the previous role of public defenders was more limited in scope than state attorneys, recent Federal Appellate and Supreme Court decisions concerning defendant's right to counsel in all cases, both felonies and misdemeanors where incarceration could be adjudicated upon a finding of guilt, has significantly expanded the scope of clientele served by public defender's staffs.

Although state attorneys, public defenders and private counsels are an intergral part of the judicial process and their role is acknowledged, their impact on the adjudication subsystem and its manpower was beyond the scope of this study.

Methodological Comment

The single source of definitive data for this section dealing with adjudication manpower under the revisions of Article V was the statutory authorization of judicial personnel establishing 261 circuit judges and 148 county judges.

Realizing the problem of ascertaining the current statewide court professional, para-professional and non-professional manpower without any statewide personnel data base, the Institute for Court Management, Denver, Colorado, was engaged to assist in the preparation of a viable method for developing needed information.

The task for this joint effort was to develop a patterning of full-time equivalent (FTE) positions, professional, para-professional and non-professional, and to assign these identified FTE personnel to either court operations or court support functional job specific categories for both circuit and county courts as established under Article V. Court operations personnel were determined to be those personnel involved with the overall supervision and administration of the total court program including the following personnel: the court administrator and his staff; the secretaries, law clerks, court reporters, and personal staff of the judges; and, other staff members of the court without specific assignment to another program activity. Court support personnel include the staff required for: case filing, process issue, collecting and distributing fines, fees and court ordered funds; issuing court actions and judgement book recording, record filing, microfilming and issuing copies of documents.

COMPUTATION FORMULA FOR ADJUDICATION MANPOWER

Circuit Court Operations FTE Staffing

Professional:
1 Administrator/circuit
1 Law Clerk/FTE judge assigned criminal cases*
1 professional staff/ 5 judges on circuit

Para-Professional:
1 Legal secretary/ judge
1 Court reporter/ judge
1 Admin. Secretary for court administrator

County Court Operations FTE Staffing

1 Administrator/ county with 5 or more judges
1 Professional staff/ 5 judges

Para-Professional:
1 Legal secretary/ judge
1 Admin. Secretary for court administrator
1 Court reporter/ FTE judge assigned criminal cases*

Court Support FTE Staffing

Professional:	.63	FTE/ circuit judge
	.47	FTE/ county judge
Para-Professional:	1.6	FTE/ circuit judge
	1.5	FTE/ county judge
Non-Professional:	3	FTE/ circuit judge
	4	FTE/ county judge

*FTE judge(s) assigned criminal cases computed at 35 percent total assigned judges per circuit or county with a minimum of 1 per circuit or county.

Figure 9.

The effort to functionally identify personnel positions on a statewide basis was further hindered in that, excepting Orange and Pinellas counties, there was no usable data resulting from functional job analysis at any county or circuit level. Complete data regarding the FTE by functional position and by program activity (either court operations or court support) was not available. In order to construct a representative determination of court staffing, each individual circuit was examined by size, staffing patterns, populations served, and, as closely as could be determined, case loads.

After this statewide perusal of judicial districts, the ninth, tenth and twelfth circuits were selected for use as a representative sample, thereby providing a reasonable model for court staffing. The job classes in these circuits were grouped into professional, para-professional and non-professional categories, and a ratio was established for each category per judicial division. The personnel conversion factors for each category of courts' employee are listed in Figure 9.

Profile of Adjudication Manpower

The following two presentations graphically depict the statewide disposition of adjudication manpower by type and personnel function. Figure 10 illustrates the proportionate distribution of adjudication personnel into judicial, professional, para-professional, and non-professional positions. Note, that while the judicial total combines circuit and county positions as authorized by statute, the other categorical breakdowns represent only FTE personnel.

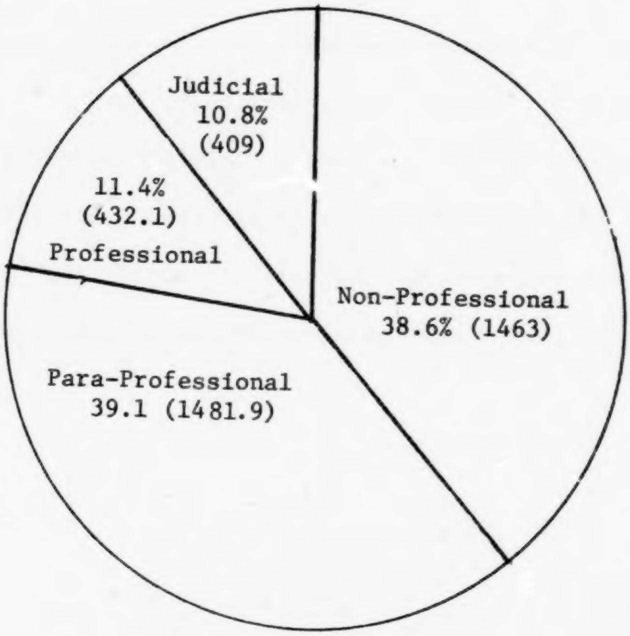


Figure 10.
Adjudication Personnel in Florida 1973
Judicial and FTE Manpower
By Personnel Function

Excluding judges, Figure 11 illustrates the ratio of distribution by personnel function. As indicated, actual court operations personnel at both the circuit and county levels account for less than 30 percent of total adjudication manpower. Obviously the majority of adjudicatory job-specific tasking deals not with trial court operations itself, but rather with the judicial tasks necessary for day-to-day support of Florida's trial court system.

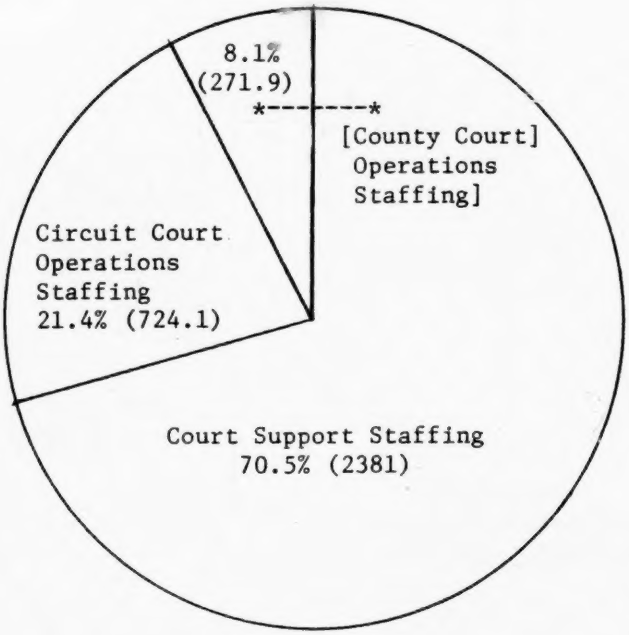


Figure 11.
Adjudication FTE Manpower
By Court Function Excluding Judges

With the major statewide parameters of adjudication manpower identified, the following three charts illustrate the staffing relationships of trial level and court support activities. The proportionate relationships of judicial, professional and para-professional operational staffing are illustrated at the circuit court level in Figure 12, and at the county court level in Figure 13.

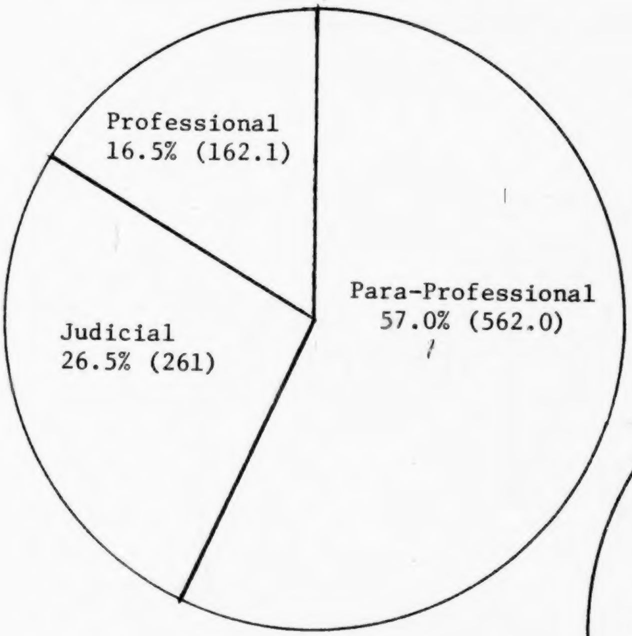


Figure 12.
Circuit Court Operations
By Personnel Function

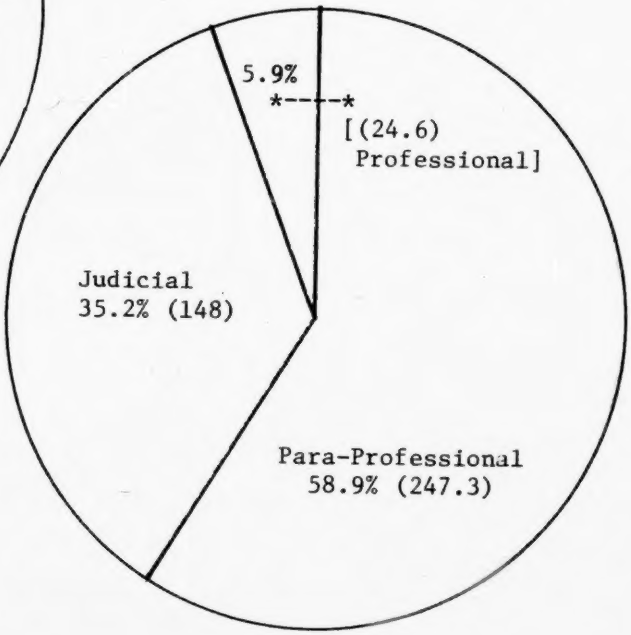


Figure 13.
County Court Operations
By Personnel Function

Both circuit and county court support staffing are illustrated in Figure 14. This illustration excludes the judiciary as these personnel support the courts system rather than the functioning of a judge's specific court as is the case with operational staffing.

The final table of this section, Figure 15, lists a computed statewide summary of judicial and FTE courts personnel by circuit and county. These FTE staffing totals were obtained by utilizing the computational formulae discussed in the methodological comments and listed in Figure 9.

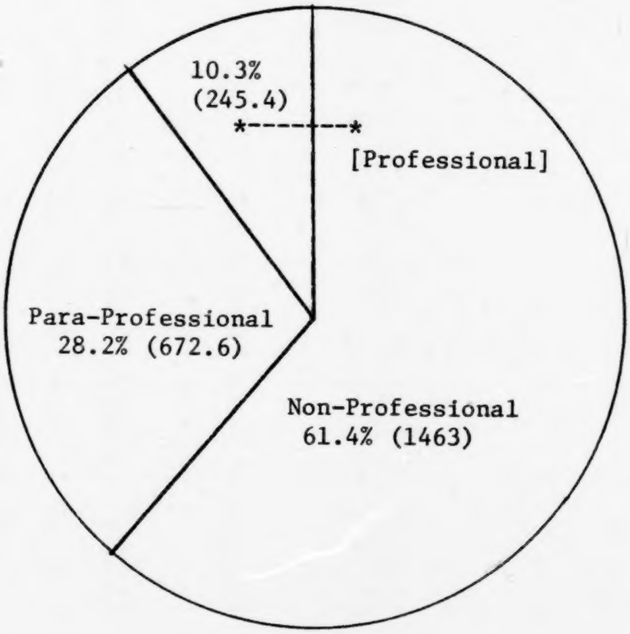


Figure 14.
Court Support Staffing
By Personnel Function

Figure 15.. STATEWIDE SUMMARY BY CIRCUIT AND COUNTY

		OPERATIONS		COURT SUPPORT		
CIRCUIT/COUNTY	JUDGES	PRO	PARA	PRO	PARA	NON
1st Circuit	13	8.2	28.0	8.2	20.8	39
Escambia	4	-	5.4	1.9	6.0	16
Okaloosa	2	-	3.0	.9	3.0	8
Santa Rosa	1	-	2.0	.5	1.5	4
Walton	1	-	2.0	.5	1.5	4
2nd Circuit	8	4.7	18.0	5.0	12.8	24
Franklin	1	-	2.0	.5	1.5	4
Gadsden	1	-	2.0	.5	1.5	4
Jefferson	1	-	2.0	.5	1.5	4
Leon	2	-	3.0	.9	3.0	8
Liberty	1	-	2.0	.5	1.5	4
Wakulla	1	-	2.0	.5	1.5	4
3rd Circuit	3	2.0	8.0	1.9	4.8	9
Columbia	1	-	2.0	.5	1.5	4
Dixie	1	-	2.0	.5	1.5	4
Hamilton	1	-	2.0	.5	1.5	4
Lafayette	1	-	2.0	.5	1.5	4
Madison	1	-	2.0	.5	1.5	4
Suwannee	1	-	2.0	.5	1.5	4
Taylor	1	-	2.0	.5	1.5	4
4th Circuit	21	12.6	44.0	13.2	33.6	63
Clay	1	-	2.0	.5	1.5	4
Duval	10	3.0	14.5	4.7	15.0	40
Nassau	1	-	2.0	.5	1.5	4
5th Circuit	7	4.8	16.0	4.4	11.2	21
Citrus	1	-	2.0	.5	1.5	4
Hernando	1	-	2.0	.5	1.5	4
Lake	2	-	3.0	.9	3.0	8
Sumter	1	-	2.0	.5	1.5	4
Marion	1	-	2.0	.5	1.5	4
6th Circuit	21	12.6	44.0	13.2	33.6	63
Pinellas	8	2.6	11.8	3.8	12.0	32
Pasco	2	-	3.0	.9	3.0	8
7th Circuit	9	6.0	20.0	5.7	14.4	27
Flagler	1	-	2.0	.5	1.5	4
Putnam	1	-	2.0	.5	1.5	4
St. Johns	1	-	2.0	.5	1.5	4
Volusia	3	-	4.0	1.4	4.5	12
8th Circuit	6	4.3	14.0	3.8	9.6	18
Alachua	2	-	3.0	.9	3.0	8
Baker	1	-	2.0	.5	1.5	4
Bradford	1	-	2.0	.5	1.5	4
Gilchrist	1	-	2.0	.5	1.5	4
Levy	1	-	2.0	.5	1.5	4
Union	1	-	2.0	.5	1.5	4
9th Circuit	15	9.2	32.0	9.4	24.0	45
Orange	6	2.2	9.1	2.8	9.0	24
Osceola	1	-	2.0	.5	1.5	4
10th Circuit	9	6.0	20.0	5.7	14.4	27
Hardee	1	-	2.0	.5	1.5	4
Highlands	1	-	2.0	.5	1.5	4
Polk	4	-	5.4	1.9	6.0	16
11th Circuit	46	26.3	94.0	29.0	73.6	138
Dade	24	10.2	41.1	21.6	69.0	184
12th Circuit	8	5.4	18.0	5.0	12.8	24
DeSoto	1	-	2.0	.5	1.5	4
Manatee	2	-	3.0	.9	3.0	8
Sarasota	2	-	3.0	.9	3.0	8
13th Circuit	21	12.6	44.0	13.2	33.6	63
Hillsborough	8	2.6	11.8	3.8	12.0	32
14th Circuit	5	3.8	12.0	3.2	8.0	15
Bay	1	-	2.0	.5	1.5	4
Calhoun	1	-	2.0	.5	1.5	4
Gulf	1	-	2.0	.5	1.5	4
Holmes	1	-	2.0	.5	1.5	4
Jackson	1	-	2.0	.5	1.5	4
Washington	1	-	2.0	.5	1.5	4
15th Circuit	14	8.7	30.0	8.8	22.4	42
Palm Beach	5	2.0	7.8	2.4	7.5	20
16th Circuit	2	1.7	6.0	1.3	3.2	6
Monroe	2	-	3.0	.9	3.0	8
17th Circuit	29	17.0	60.0	18.3	46.4	87
Broward	7	2.0	10.4	3.3	10.5	28
18th Circuit	13	8.2	28.0	8.2	20.8	39
Brevard	3	-	4.0	1.4	4.5	12
Seminole	2	-	3.0	.9	3.0	8
19th Circuit	4	3.2	10.0	2.5	6.4	12
Indian River	1	-	2.0	.5	1.5	4
Martin	1	-	2.0	.5	1.5	4
St. Lucie	1	-	2.0	.5	1.5	4
Okeechobee	1	-	2.0	.5	1.5	4
20th Circuit	7	4.8	16.0	4.4	11.2	21
Charlotte	1	-	2.0	.5	1.5	4
Collier	1	-	2.0	.5	1.5	4
Glades	1	-	2.0	.5	1.5	4
Hendry	1	-	2.0	.5	1.5	4
Lee	2	-	3.0	.9	3.0	8

Chapter 3: The Subsystem of Habilitation in Florida

At the municipal and county level throughout Florida, police services maintain both county jail facilities and lockups or holding facilities providing detention of accused persons immediately subsequent to arrest or awaiting hearing. These lockups are administered by the local police agency and provide temporary detention only. Therefore, they are not considered as habilitative facilities by this study.

Also administered at the local level by the sheriff are county jail facilities. In most instances these institutions house both accused persons awaiting trial and convicted offenders serving short sentences, usually up to one year. Thus, county jails serve the dual role of both pre-adjudicatory detention--a period often encompassing weeks or months--and post-conviction habilitation. However, due to the non-standardized administrative structure of county jail facilities (i.e., each facility directly controlled by a sheriff who establishes local "correctional" policy for his institution), standardized personnel staffing methods are difficult to develop.

There are three correctional facilities at the local level that hold an integral and expanding role in the total state habilitative picture. County divisions of corrections and/or rehabilitation are located in the urban areas of Jacksonville (Duval County), Miami (Dade County) and Tampa (Hillsborough County). While remaining under the administrative jurisdiction of the county's chief law enforcement officer or sheriff, these are under the immediate direction of a corrections specialist whose major concern is the habilitative process for adult offenders.

Personnel figures for 1972 show that these facilities employ a total of 743 personnel, including 24 professional and 582 paraprofessional positions. While acknowledged at this point, the manpower of these three facilities is not considered in the remaining examination of statewide habilitative services.

At the state level, there are three major agencies in Florida which administratively control statewide habilitative programming: The Department of Health and Rehabilitative Services's Division of Youth Services and the Division of Corrections, and the Florida Parole and Probation Commission. While each agency supplies habilitative services, each has its individual responsibility by statute.

The Division of Youth Services provides habilitative services to delinquent juveniles through three of its bureaus. The Bureau of Field Services provides habilitative supervisory services analogous to adult parole and probation programs. The Bureau of Group Treatment provides seventeen group treatment facilities including half-way houses, group treatment homes, TRY-centers and START-centers which are utilized as vehicles to assist the juveniles' successful reintegration into the community. The Bureau of Training Schools provides four facilities and the institutional services necessary for delinquent youth found to require such a structured environment--Dozier School for Boys, McPherson School for Girls, Lancaster Youth Development Center, and Okeechobee School.

The Division of Corrections is tasked with providing facilities and services for the institutionalized habilitation of all adult felons. To fulfill this task the Division of Corrections maintains nine correctional institutions, the Florida State Prison, road prisons, and special facilities which housed more than 10,100 offenders during the 1972 fiscal year. In addition, there appears to be a trend towards the development of community integrated correctional facilities allowing for more innovative habilitative programming including both work-release and study-release utilizing community resources.

The Parole and Probation Commission provides both investigatory and supervisory services as an integral part of Florida's adult habilitation programming. While not directly related to habilitation per se, the investigational role of the Commission provides numerous diverse activities ranging from presentence investigations to pardon board evaluations. In addition, the Commission is tasked to provide supervision in the community of probationers and parolees--a caseload of more than 30,700 for the 1972 fiscal year.

Methodological Comment

In contrast to the examination of the police services and adjudication subsystems, habilitative services offered no single informational source. As a result, each of the State's three habilitation agencies was examined separately with the results then combined into a comprehensive overview of the total habilitation subsystem.

However, prior to such detailed examination of the subsystem of habilitative services, a determination was required concerning what positions should be considered as habilitative personnel per se. This determination and the subsequent classification of personnel into the habilitative manpower category was the initial step of this phase of the study. Through close coordination and dialogue with each agency's personnel planning staff, career ladders were developed that most effectively defined the current status of positions of professional or paraprofessional correctional employees. The study then based its examination of current habilitative services personnel on these defined career ladder positions. Thus, while classroom teachers are utilized by both adult and juvenile habilitation agencies, their role is predominately oriented to professional educational services. Therefore, they are not considered as habilitative manpower by either the agency's career ladder or this study. This exclusionary procedure was also utilized on facility maintenance, vocational-technical, medical, and general administrative/clerical positions. Each personnel category included in this study is illustrated in the career ladders which follow the methodological discussion of each individual agencies.

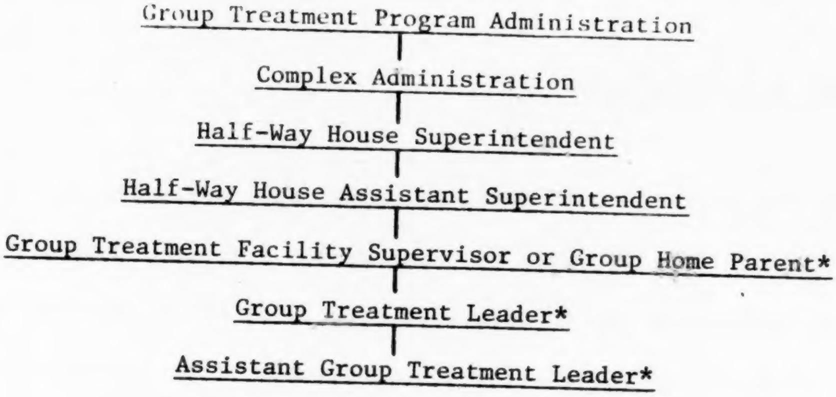
Division of Youth Services.

The Division of Youth Services proved the most difficult to examine due to its diversity of programs and records. However, through the cooperation and the coordination efforts of the Division's newly formed Bureau of Staff Development and Training, each of the Division's client-contact bureaus was examined. Due to the diversity of services, career ladders were developed for each bureau. This examination focused on the educational requirements and attainment of both professional and para-professional personnel. A total of 752 personnel in the Bureau of Field Services was considered. The current career ladder positions for this bureau are listed in Figure 16. The diversified Bureau of Group Treatment contained 97 relevant personnel with their relationship to career personnel indicated in Figure 17. The other bureau dealing directly with habilitative services, the Bureau of Training Schools, maintain 420 relevant personnel as the career personnel positions indicated in Figure 18.

Regional Director
District Supervisor
Youth Counselor Supervisor
Youth Counselor II
Youth Counselor I

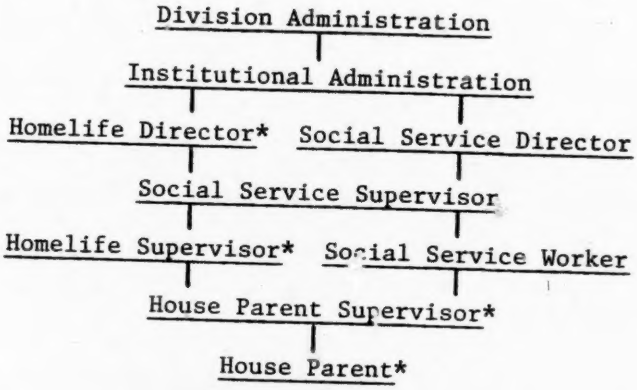
(All Professional Positions)

Figure 16.
Career Ladder Positions
Bureau of Field Services


Group Treatment Program Administration
Complex Administration
Half-Way House Superintendent
Half-Way House Assistant Superintendent
Group Treatment Facility Supervisor or Group Home Parent*
Group Treatment Leader*
Assistant Group Treatment Leader*

(*Para-professional positions)

Figure 17.
Career Ladder Positions
Bureau of Group Treatment


Division Administration
Institutional Administration
Homelife Director*
Social Service Director
Social Service Supervisor
Homelife Supervisor*
Social Service Worker
House Parent Supervisor*
House Parent*

(*Para-professional positions)

Figure 18.
Career Ladder Positions
Bureau of Training Schools

Division of Corrections.

The Division of Corrections developed its own current career ladder as did the Division of Youth Services. The developed career ladder was then utilized to define the recipient population of a self-reporting survey conducted by the Division. This survey was distributed to the 2740 personnel statewide who were holding the career ladder positions indicated in Figure 19. With a response rate of more than 65 percent, this survey provided the information base for the Division's personnel profile.

Division Administration
Institution Administration
Classification Supervisor I, II, III
Chief Correctional Counselor* Classification Officer II
Correctional Officer Supervisor I, II* Correctional Counselor III* Classification Officer I
Correctional Officer II*
Road Prison Officer II*
Correctional Officer I*
Road Prison Officer I*

*(Para-professional positions)

Figure 19.
Career Ladder Positions
Division of Corrections

Parole and Probation Commission.

The Parole and Probation Commission also conducted a self-reporting survey to determine the information required by this study. Of the 728 personnel filling the job categories indicated in the career ladder illustrated in Figure 20, approximately 85 percent were returned and utilized as the informational base for the profile of Commission personnel.

Commission Administration

District Supervisor I, II, III

Supervisor

Officer II

Officer I

Aide*

*(Para-professional Positions)

Figure 20.
Career Ladder Positions
Parole and Probation Commission

Profile of Habilitative Services Manpower

The statewide distribution of habilitative manpower of the three agencies composing this subsystem is illustrated in Figure 21. This table also delineates between professional and para-professional positions for each agency. Figure 22 illustrates the deviation between mean educational requirements for all positions considered as compared to the mean education level attained by personnel staffing these positions. While the overall education attainment of each of these agencies exceeds the mean educational requirements, note that actual position requirements range from a high school diploma or equivalent through a masters degree in specific academic areas. A more detailed examination is considered in the subsequent discussion of each agency.

	Division of Youth Services	Division of Corrections	Parole and Probation Commission	Total Manpower
Para-Professional Personnel	34.4 (437)	93.3 (1680)	11.7 (85)	58.0 (2202)
Professional Personnel	65.6 (832)	6.7 (120)	88.3 (643)	42.0 (1595)
Total:	100.0 (1269)	100.0 (1800)	100.0 (728)	100.0 (3797)

Figure 21.
Summary of Habilitative Manpower
Percent and Number of Personnel by Agency

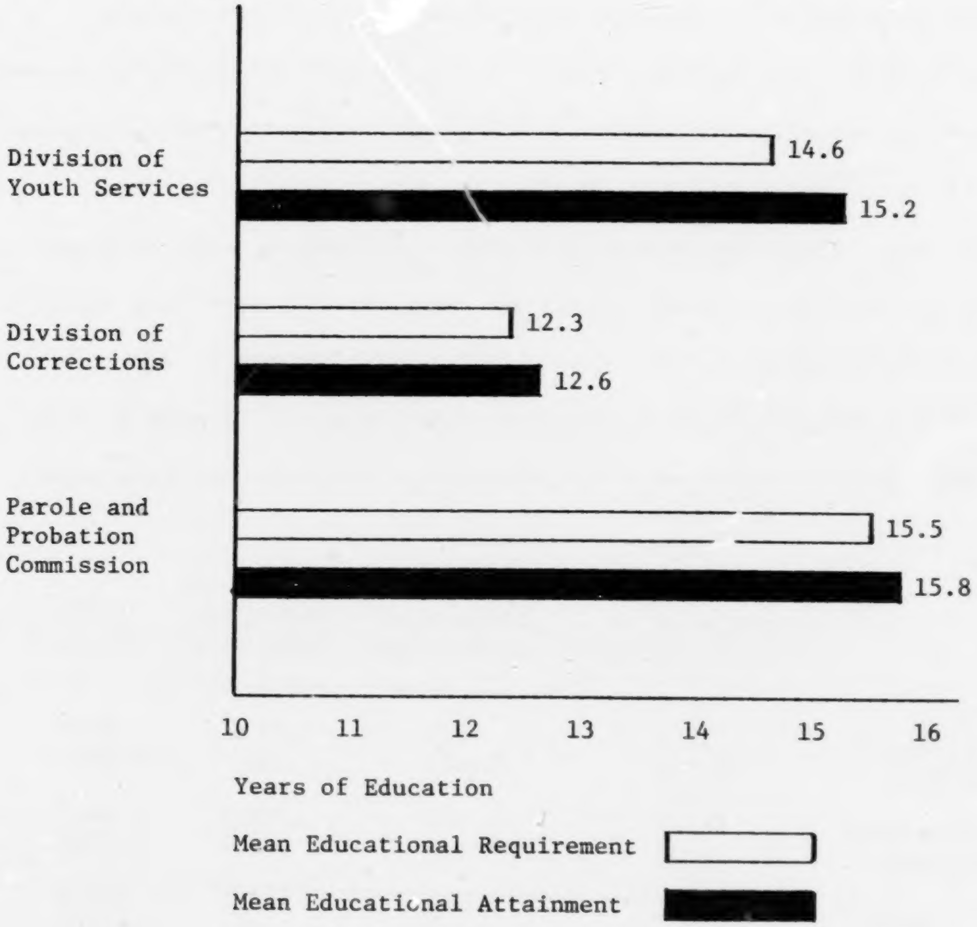


Figure 22.
Mean Educational Requirements
Mean Educational Attainment
Habilitation Subsystem

The distribution of the Division of Youth Services' manpower into its three client-contact bureaus is illustrated in Figure 23. The Bureau of Field Services provides statewide juvenile supervisory services, deploying the 752 personnel considered by this study through 31 district offices which are administratively grouped into eleven regional areas. The staff of the Bureau of Training Schools includes 420 personnel at four institutions--The Dozier School for Boys at Marianna, the McPherson School for Girls at Ocala, Lancaster Youth Development Center at Trenton, and the Okeechobee School. While this bureau comprises slightly more than 33 percent of the total manpower, the great majority of paraprofessional staffing for the Division is deployed at these four

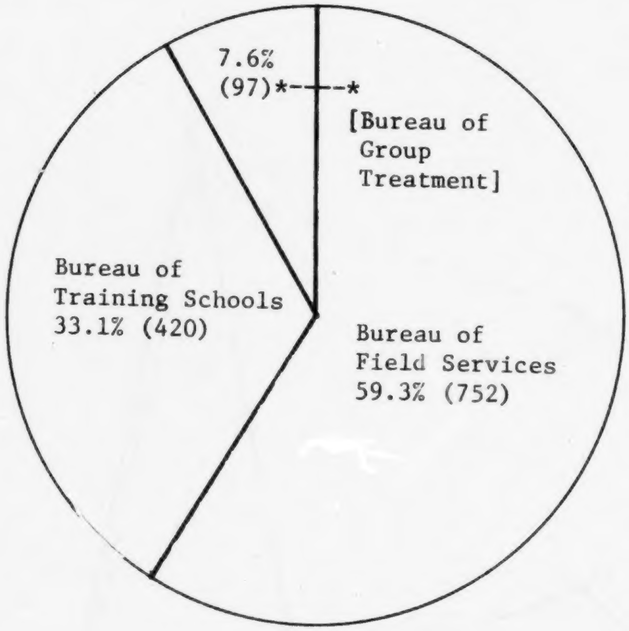


Figure 23.
State Summary of Bureaus
Division of Youth Services
Total Manpower: 1269

institutional facilities. The developing Bureau of Group Treatment, while showing only 97 habilitative personnel in our study, staffs 17 community based treatment facilities statewide.

The educational requirements and attainment for habilitative staffing of the Division of Youth Services is illustrated in Figure 24. This graph indicates both the percentage distribution of educational requirements for positions and the percentage distribution of educational attainment of Division habilitation personnel.

Division of Youth Services
Distributional Summary of Educational Requirements and Attainment

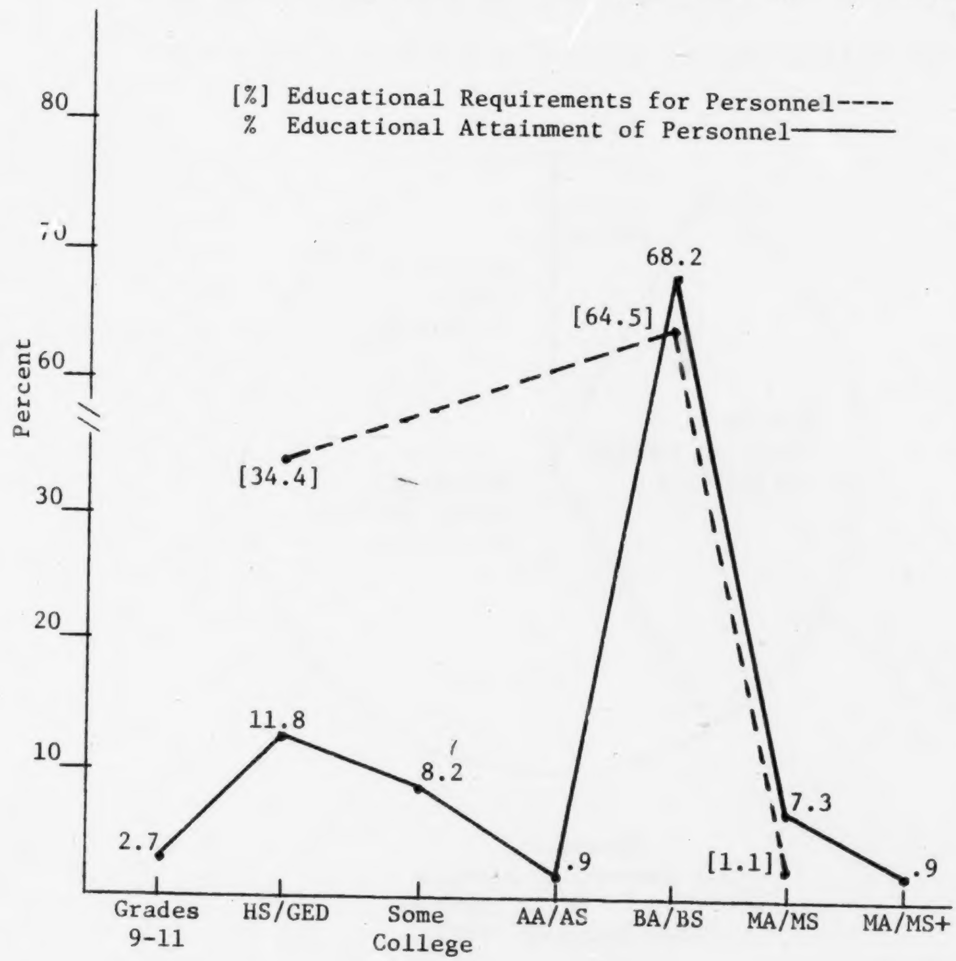


Figure 24.

The 1800 Division of Correction habilitative personnel considered in this study are profiled by educational attainment in Figure 25. Of those positions currently requiring educational attainment of a high school diploma or equivalent, 87 percent are staffed by personnel meeting or exceeding this stipulation. In the same manner, 85 percent of those positions currently requiring the baccalaureate degree are staffed by personnel meeting or exceeding this criteria. Quantitatively, slightly more than 44 percent of the Division's personnel have attained a high school diploma or equivalent. An additional 30.7 percent of current personnel have some college course work, but less than the attainment of the associate degree.

Figure 26 illustrates the distrubtion of the Division's manpower by functional categories and age. Over 75 percent of the Division's total manpower is distributed between the age of 25 and 54. However, when examining the professional and para-professional institutional staff positions--excluding administrative positions, both institutional and divisional--the factor of age becomes more significant. Some 70 percent of the staff falls within the 25 to 44 age group. Of the para-professional positions, the majority of which are correctional officers, more than 46 percent are over 44 years of age. The age of these practitioners will influence the educational programs directed toward upgrading these correctional personnel.

Figure 27 presents the education attainment of correction personnel by age. The distribution of educational attainment is generally consistent regardless of age.

STATE SUMMARY OF THE DIVISION OF CORRECTIONS

Percent Educational Attainment by Personnel Function

	Institution Staff		Institution Admin.		Division Admin.		Total of All
	Pro	Para	Line	Staff	Line	Staff	
8th grade or less	-	5.2	-	-	-	-	4.9
9-11 grades	-	7.8	-	-	-	-	7.4
H.S.	-	27.7	-	-	-	-	26.3
GED	-	18.6	20.0	-	-	-	17.8
Some college	6.7	31.8	40.0	20.0	-	-	30.7
Associate	-	3.9	-	-	-	-	3.7
Bachelors	80.0	1.8	20.0	80.0	-	-	5.3
Masters	13.3	.1	20.0	-	100.0	-	.9
Additional college	-	3.0	-	-	-	100.0	3.1
Total of All	100.0	100.0	100.0	100.0	100.0	100.0	100.0%

All Jobs Requiring High School Degree	(1680)
Total Percent Meeting Requirement	87.0%
All Jobs Requiring Bachelors Degree	(117)
Total Percent Meeting Requirement	85.0%
All Jobs Requiring Masters Degree	(1)
Total Percent Meeting Requirement	100.0%
All Jobs Requiring Doctorate Degree	(2)
Total Percent Meeting Requirement	100.0%

Figure 25.

STATE SUMMARY OF THE DIVISION OF CORRECTIONS

Percent Age Distribution by Personnel Function

	Institution Staff		Institution Administration		Division Administration		Total of All
	Pro	Para	Line	Staff	Line	Staff	
Under 24	10.0	5.4	-	-	-	-	5.5
25-34	43.3	25.1	20.0	20.0	-	50.0	25.7
35-44	26.7	23.4	40.0	40.0	100.0	50.0	23.8
45-54	10.0	26.6	20.0	20.0	-	-	25.8
55-64	10.0	18.3	20.0	20.0	-	-	18.0
65+	-	1.2	-	-	-	-	1.1
Total of All	100.0	100.0	100.0	100.0	100.0	100.0	100.0%

Figure 26.

STATE SUMMARY OF THE DIVISION OF CORRECTIONS

Educational Attainment by Age Distribution

Percent by Age Distribution

	Under 24	25-34	35-44	45-54	55-64	65+	Total of All
8th grade or less	-	.5	1.6	4.3	16.9	22.2	4.9
9-11 grade	9.1	6.8	3.7	7.7	12.7	11.1	7.5
H.S.	31.8	19.5	31.6	26.1	26.8	33.3	26.2
GED	4.5	11.2	20.5	24.2	20.4	-	17.9
Some college	36.4	39.0	32.1	28.0	17.6	33.3	30.5
Associate	4.5	8.3	2.1	2.9	.7	-	3.8
Bachelors	6.8	10.7	4.2	3.4	2.1	-	5.4
Masters	2.3	.5	2.1	.5	-	-	.9
Additional college	4.5	3.4	2.1	2.9	2.8	-	2.9
Total of All	100.0	100.0	100.0	100.0	100.0	100.0	100.0%

Figure 27.

Th educational attainment of Parole and Probation Commission manpower compared to job function is illustrated in Figure 28. A total of 728 Commission personnel were considered in this study, including 85 para-professionals and 643 professionals. All para-professional personnel met the current educational requirement of a high school diploma or equivalent with better than 90 percent exceeding this requirement. This included, 44.6 percent having attended some college level course work, 43.1 percent having attained the associate degree; and 3.1 percent holding the baccalaureate degree.

Of the commission's professional positions, more than 97 percent meet the educational criteria, i.e., the baccalaureate degree. Again, a significant number of personnel exceed this requirement as more than 13 percent of the Commission's Parole and Probation Officers (I & II) have participated in graduate study.

Figure 29 comprises the job function of the Commission's personnel to age. Approximately 81 percent of both para-professional and professional personnel fall within the 18-34 age range.

The educational attainment of Parole and Probation personnel by age categories is illustrated in Figure 30. The 25-34 age group shows the largest proportion of personnel holding the baccalaureate degree at 83.6 percent followed by the 18-24 group with 70.9 percent.

STATE SUMMARY OF THE PAROLE & PROBATION COMMISSION

Percent Educational Attainment by Personnel Function

	Area/Cent. Office Personnel	Dist. Supv. I-IV	Super visor	P/P Off.II	P/P Off. I	P/P Aide	Total of All
H.S.	-	-	-	-	-	7.7	.9
GED	-	-	-	-	-	1.5	.2
Some College	3.4	4.2	1.7	-	-	44.6	6.2
Associates	-	-	-	-	.5	43.1	5.4
Bachelors	58.6	83.3	81.7	87.0	86.2	3.1	74.0
Bachelors+	24.1	4.2	8.3	3.2	6.7	-	6.0
Masters	10.3	4.2	5.0	5.7	4.3	-	4.5
Masters+	-	2.1	1.7	2.4	1.0	-	1.3
Additional	3.4	2.1	1.7	1.6	1.4	-	1.5
Total of All	100.0	100.0	100.0	100.0	100.0	100.0	100.0

All Jobs Requiring H.S. Degree	(85)
Total Percent Meeting Requirement	100%
All Jobs Requiring Bachelors Degree	(643)
Total Percent Meeting Requirement	97.1%

Figure 28.

STATE SUMMARY OF PROBATION & PAROLE PERSONNEL

Percent Personnel Function by Age Distribution

	Area/Cent. Office Personnel	District Supv. I-IV	Super-visor	P/P Pro. Off. II	P/P Pro. Off. I	P/P Pro. Aide	Total of All
18-24	-	6.2	3.3	18.8	40.4	59.1	28.3
25-34	44.8	33.3	53.3	63.9	40.9	22.7	44.8
35-44	17.2	33.3	23.3	9.0	10.1	12.1	14.3
45-54	34.5	22.9	15.0	5.7	6.7	6.1	10.3
55-59	3.4	-	5.0	2.5	1.0	-	1.5
60-65	-	4.2	-	-	1.0	-	.8
Total of All	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Figure 29.

STATE SUMMARY OF THE EDUCATIONAL ATTAINMENT OF PAROLE AND PROBATION PERSONNEL

Percent by Age Distribution

	18-24	25-34	35-44	45-54	55-59	60-65	Total of All
H.S.	2.0	.4	1.3	-	-	-	.9
GED	-	.4	-	-	-	-	.2
Some College	10.6	2.9	6.6	5.4	11.1	25.0	6.2
Associates	13.2	2.5	4.0	1.8	-	-	5.6
Bachelors	70.9	83.6	63.2	64.3	33.3	-	73.6
Bachelors+	1.3	2.9	14.5	16.1	22.2	50.0	6.0
Masters	2.0	5.5	6.6	5.4	-	-	4.5
Masters+	-	-	2.6	5.4	22.2	-	1.3
Additional	-	1.7	1.3	1.8	11.1	25.0	1.5
Total of All	100.0	100.0	100.0	100.0	100.0	100.0	100.0

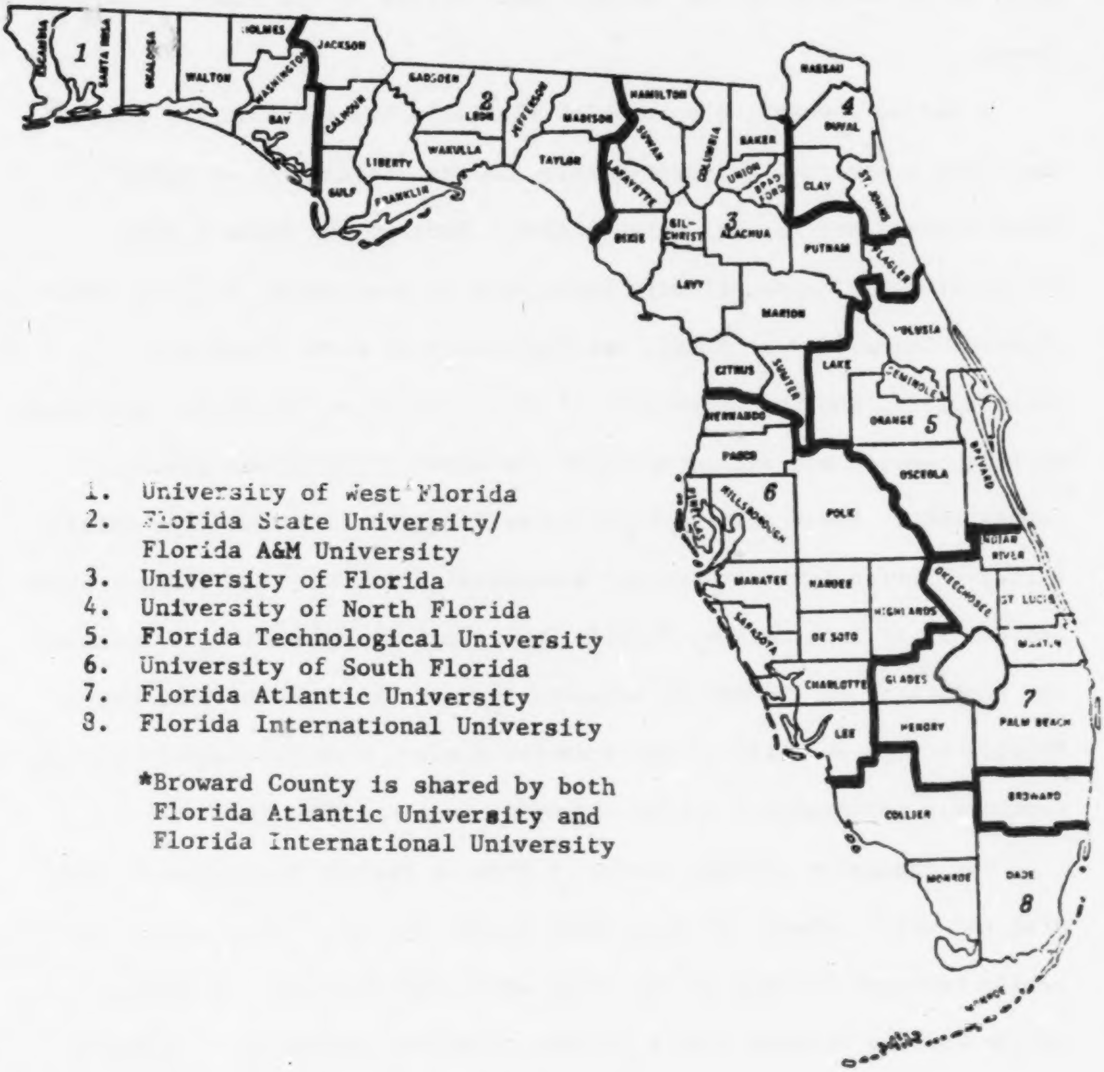
Figure 30.

Chapter 4: Higher Education in Florida

Higher education in Florida today evinces one of the fastest growing and most highly diversified systems in the nation. For example, since 1960 the number of state universities has increased from four to nine. During the same period the enrollment in these institutions has increased nearly 300 percent, climbing from 27,000 in 1960 to more than 78,000 in 1971. By 1980 the total enrollment is expected to reach more than 180,000. These nine universities together with the 28 community junior colleges extend quality opportunities for public higher education to within commuting distance of virtually all the State's seven million residents. In addition to this integrated and coordinated system of public higher education, a significant number of private colleges, universities and junior colleges provide opportunities for higher educational experiences throughout the State. The following presents a brief overview of the three major components of higher education in Florida today: the State University System; Florida's Division of Community Colleges; and private colleges, universities and junior colleges.

Although the beginnings of the State's system of public higher education date back to the days prior to Florida's admission to the Union in 1845, the State University System of Florida was formally established in 1905. Governed by a nine-member Board of Regents representing geographical areas of the State and appointed by the Governor, the goal of the University System is to provide maximum educational opportunities for the citizens of Florida without unnecessary duplicaton or proliferation of programs. In this light, each of the nine universities is basically a general purpose institution. In fulfilling such a role, each institution offers baccalaureate and selected graduate programs and degrees in the arts and sciences, business, and education. Certain other specialized undergraduate and graduate programs with a more limited student demand are assigned to specific institutions in the system.

The State University System has identified certain geographic regions for each of the nine universities. These regions, which follow county lines, are utilized primarily as related to the Division's program of continuing education (See Figure 31a.) With the exception of Florida Agricultural and Mechanical University, each institution has been assigned certain adjacent counties with a sensitivity to such variables as economic conditions and population density. (While Broward County is shared by both Florida International University and Florida Atlantic University, for this study Broward County was included in Florida Atlantic University's district only.) From its inception in 1887, Florida Agricultural and Mechanical University has been conceived primarily as Florida's general purpose institution of higher learning to serve the State's black population. This school is no longer limited to black students; however, the State University System recognizes the important contribution which the University has made to the educational development of a large segment of the State's minority population which has long been deprived of economic and educational opportunities. For these and other reasons, this institution has been assigned to the entire state as related to developing programs in continuing education. However, for this study the service area of Florida Agricultural and Mechanical University has been designated so as to coincide with that of Florida State University, also located in Tallahassee, with the acknowledgment that Florida Agricultural and Mechanical University does have a special


ESCAMBIA
1
SANTA ROSA
OKALOOSA
WALTON
HOLMES
WASHINGTON
JACKSON
BAY
CALHOUN
GULF
LIBERTY
FRANKLIN
GADSDEN
2
LEON
WAKULLA
JEFFERSON
MADISON
TAYLOR
HAMILTON
SUWANNEE
LAFAYETTE
DIXIE
GIL-CHRIST
COLUMBIA
BAKER
UNION
BRADFORD
3
ALACHUA
NASSAU
4
DUVAL
CLAY
ST. JOHNS
PUTNAM
FLAGLER
LEVY
MARION
VOLUSIA
CITRUS
SUMTER
LAKE
SEMINOLE
ORANGE
5
BREVARD
HERNANDO
PASCO
PINELLAS
HILLSBOROUGH
6
POLK
OSCEOLA
INDIAN RIVER
MANATEE
HARDEE
HIGHLANDS
OKEECHOBEE
ST LUCIE
SARASOTA
DE SOTO
MARTIN
CHARLOTTE
GLADES
7
PALM BEACH
LEE
HENDRY
BROWARD
COLLIER
MONROE
DADE
8
MONROE

1. University of West Florida
2. Florida State University/ Florida A&M University
3. University of Florida
4. University of North Florida
5. Florida Technological University
6. University of South Florida
7. Florida Atlantic University
8. Florida International University

*Broward County is shared by both Florida Atlantic University and Florida International University

FLORIDA'S UNIVERSITY SYSTEM SERVICE DISTRICTS

Figure 31a.

role in the State University System. It is felt that this adjustment permits more meaningful presentation of the data contained in this study as it relates to the various institutions of the State University System.

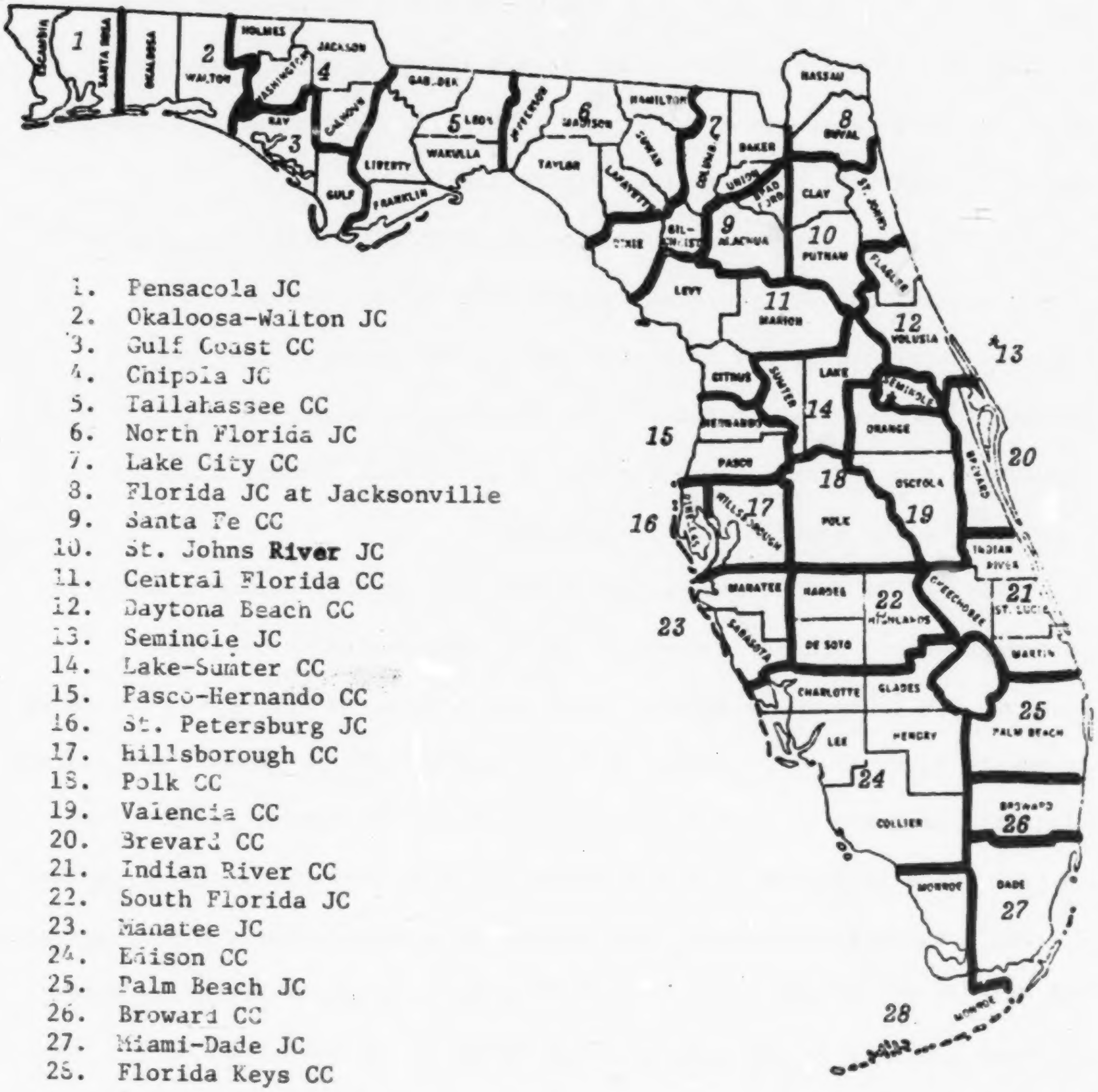
A unique concept, one in which Florida's State University System has taken a national leadership role, is the development of upper level (junior and senior) universities. Four of the State's nine universities--Florida Atlantic University at Boca Raton, Florida International University at Miami, the University of North Florida at Jacksonville, and the University of West Florida at Pensacola--are based on this concept and will operate at the upper division and graduate levels only. These institutions, as well as the five four-year universities--Florida Agricultural and Mechanical University and Florida State University at Tallahassee, Florida Technological University at Orlando, the University of Florida at Gainesville, and the University of South Florida at Tampa--build on the transfer student base provided by Florida's separately administered public community junior colleges.

The community college system of Florida had its beginning in 1933 with the establishment of Palm Beach Junior College. It remained the only public two-year college in the state until 1947 when St. Petersburg Junior College changed from a private to public institution. Reaction to the incentive impetus of the Minimum Foundation Program enacted in 1947 precipitated the establishment of Chipola Junior College and Pensacola Junior College in 1948. The next positive step in the community college concept occurred in 1957 when the State Board of Education adopted a long-range goal and plan to provide post-high school educational opportunities within commuting distance of 99 percent of the State's population. With the opening of Pasco-Hernando Junior College in the fall of 1972, the long-range plan was functionally implemented through 28 community junior colleges. Florida was looked upon as a national model for long-range planning for the orderly development of a statewide system of community colleges (See Figure 31b.).

The Florida system has also received national recognition because of its unusual balance of local control with State coordination and support. State level administration and coordination is provided through the Department of Education's Division of Community Colleges with the advice and support of a lay-member State Junior College Council appointed by the State Board of Education.

Designed as comprehensive institutions, community colleges serve the post-high school education needs of local communities by providing education in three major areas: (1) adult continuing education, including community services; (2) occupational education; and (3) general and academic education parallel to that offered in the first and second years of the State University System. The provision of education opportunities through Florida's community colleges has resulted in a substantially higher percentage of high school graduates in Florida continuing their education than had been possible in the past as illustrated by the more than 63,000 full-time students attending public community colleges in the fall of 1971.

As previously noted, another significant development affecting all higher education in the State, is that the community colleges have become


1
ESCAMBIA
SANTA ROSA
OKALOOSA
2
WALTON
HOLMES
WASHINGTON
BAY
3
JACKSON
4
CALHOUN
GULF
LIBERTY
FRANKLIN
GADSDEN
5
LEON
WAKULLA
JEFFERSON
6
MADISON
TAYLOR
HAMILTON
SUWANNEE
LAFAYETTE
7
COLUMBIA
BAKER
UNION
BRADFORD
NASSAU
8
DUVAL
CLAY
ST. JOHNS
9
ALACHUA
GILCHRIST
DIXIE
10
PUTNAM
FLAGLER
LEVY
11
MARION
12
VOLUSIA
13
CITRUS
SUMTER
LAKE
14
SEMINOLE
ORANGE
15
HERNANDO
PASCO
20
BREVARD
18
OSCEOLA
16
PINELLAS
17
HILLSBOROUGH
POLK
19
INDIAN RIVER
21
ST. LUCIE
MANATEE
HARDEE
22
HIGHLANDS
OKEECHOBEE
23
SARASOTA
DE SOTO
MARTIN
CHARLOTTE
GLADES
25
PALM BEACH
LEE
HENDRY
24
COLLIER
BROWARD
26
MONROE
DADE
27
28
MONROE

1. Pensacola JC
2. Okaloosa-Walton JC
3. Gulf Coast CC
4. Chipola JC
5. Tallahassee CC
6. North Florida JC
7. Lake City CC
8. Florida JC at Jacksonville
9. Santa Fe CC
10. St. Johns **River** JC
11. Central Florida CC
12. Daytona Beach CC
13. Seminole JC
14. Lake-Sumter CC
15. Pasco-Hernando CC
16. St. Petersburg JC
17. Hillsborough CC
18. Polk CC
19. Valencia CC
20. Brevard CC
21. Indian River CC
22. South Florida JC
23. Manatee JC
24. Edison CC
25. Palm Beach JC
26. Broward CC
27. Miami-Dade JC
28. Florida Keys CC

FLORIDA'S COMMUNITY COLLEGE SERVICE DISTRICTS

Figure 31b.

a major source of students for the upper division of Florida's universities. Currently these two-year schools are providing almost two-thirds of the first-time-in-college enrollment in the State. The availability of opportunity for post-high school education at the freshman-sophomore level via community colleges has enabled the University System to direct more energies toward upper division and graduate education. This sharing of lower division responsibilities for offerings which lead to the baccalaureate degree has proved a viable means of meeting the educational needs of Florida's citizens.

Based on the American tradition of private higher educational institutions, Florida currently recognizes some 17 private, accredited colleges and universities with a 1972 enrollment of approximately 30,500 students. In addition, four private accredited junior colleges serve approximately 800 students. These schools are either candidates for membership or are currently recognized and accredited by the Southern Association of Colleges and Universities. Also included, within the scope of private post-secondary education are some 12 private institutions licensed by the State Board of Independent Colleges and Universities.

Chapter 5: An Overview of Criminal Justice Education Programs

This overview of criminal justice programs was compiled from three major sources of data--the individual institution's 1972-73 catalog, the school's FY-73 Law Enforcement Education Program (LEEP) funding application, and a self-reporting questionnaire distributed by this project to each institution. Each school's catalog provided general information on academic orientation toward its criminal justice education program, actual course offerings, and requirements for the degree(s) offered. The institution's FY-73 LEEP funding application provided data on program population, both inservice and pre-service, faculty staffing, and criminal justice programs and courses. The final data source was questionnaires distributed in November 1972 to all schools offering a criminal justice program or recognized sequence of criminal justice coursework. The questionnaires provided historical information about each program, the current status of each program, and its anticipated future program development. Sample questionnaires for two-year community colleges as well as state universities and private schools are contained in the Appendix.

The profile of each school's criminal justice program was compiled with this collected data and supplemented by direct contact with individual criminal justice program directors or coordinators when required. Each profile was submitted for review and comment to these individuals prior to finalization.

Of necessity, all general program descriptions and individual profiles reflect the status of the individual criminal justice programs as they were structured, staffed and administered at the beginning of the 1972-73 academic year.

The State University System

/ Of the nine State University System schools, all but two, the University of Florida and the newly opened University of North Florida, currently sponsors a recognized program relating to criminal justice education. These programs range from an undergraduate minor in a corrections program at the Florida Agricultural and Mechanical University, to the Doctor of Philosophy in Criminology degree offered by the Florida State University. In addition, Colleges of Law at Florida State University and the University of Florida provide public education based legal studies producing future legal practitioners for the State's criminal justice system.

Largest and oldest of the programs, the Criminology Department at Florida State University offers an udergraduate degree in Criminology with available concentrations in either corrections or law enforcement. At the graduate level, the department offers both a masters and a doctorate program for professional preparation in the areas of planning, research or teaching. Florida State also offers a graduate program in the School of Business in cooperation with the College of Law leading to a Masters of Business Administration degree with a graduate minor in judicial management.

Four schools, Florida International University, Florida Technological University, the University of South Florida, and Florida Atlantic University have criminal justice programs within their schools of social science. Florida International University's program, housed in the School of Health and Social Services, leads to a Bachelor of Science degree in criminal justice with a generalist thrust. Located in the Department of Political Science, the criminal justice program at Florida Technological University leads to the Bachelor of Science degree with concentration in either law enforcement, corrections, or justice administration (courts or planning). The program offered by the University of South Florida, College of Social and Behavioral Sciences, provides a broad based liberal arts orientation to the field of criminal justice leading to the Bachelor of Arts in criminal justice. Florida Atlantic University's criminal justice program is housed in the College of Social Science and provides academic preparation for criminal justice pre-practitioners leading to the Bachelor of Applied Arts degree. In addition, Florida Atlantic's program offers the Masters in Public Administration with a concentration in criminal justice.

One program is currently directed primarily at law enforcement education. This program, located at the University of West Florida, offers a Bachelor of Arts degree in Public Safety and Contemporary Society. This unique program, based on an inverted design, requires that the majority of law enforcement course work be completed at the two-year community college preparatory to transferring to the senior institution. Upon transfer to the University of West Florida, the student is exposed to the broad interdisciplinary precepts necessary for the awarding of a degree in Public Safety and Contemporary Society.

The final state system program is an aforementioned minor in corrections offered with the Bachelor of Arts degree program in sociology at the Florida Agricultural and Mechanical University. This course sequence is structured for the student of sociology who wishes to utilize his academic base in the practitioner field of habilitative services.

During the 1969-70 school year, enrollment in state university criminal justice programs totaled 491 students on four campuses. Sixty-one additional enrollees were participating in graduate level study. Estimated enrollment for the 1972-73 year, inclusive of three additional programs, is predicted at 2375 students including 66 masters participants, 8 doctoral students and 6 students participating in the business administration/judicial management graduate program. These enrollment figures represent over a 380 precent increase in program participants for the four-year period.

The attendance figures for criminal justice programs do not include students of the Colleges of Law at Florida State University and the University of Florida, although some participants and graduates of these programs will doubtlessly become practitioners within the field of criminal justice. The projected enrollment for these two schools for the 1972-73 academic term is 1528 students with anticipated graduates of their program numbering 406.

At both Florida Agricultural and Mechanical University and Florida State University, program participants are over 90 percent pre-service and attending on a full-time basis. The remaining five universities have programs which range from 37 percent pre-service at the University of West Florida to 55 percent pre-service students attending Florida Technological University. Percentage of full-time attendance in these programs ranges from 75 percent at Florida International University to all full-time program participants at the University of West Florida.

Graduate data for these programs project 420 baccalaureate degrees for the 1972-73 academic year. Additionally, 40 masters degrees and the awarding of 6 doctorates is anticipated.

Faculty staffing of the university system's criminal justice programs numbers 34 full-time instructional personnel. Staffing positions, proportionate to criminal justice programs structures, range from Florida State University's Criminology Department's 16 doctorate and 3 masters degree faculty positions to Florida Technological University's 2 full-time faculty members. These full-time faculty figures do not include either Florida Agricultural and Mechanical University's Sociology Department personnel providing instruction staffing for students minoring in corrections or the University of West Florida's interdisciplinary faculty personnel involved in the public safety and contemporary society program. In addition to full-time criminal justice teaching staffs, many of the programs utilize part-time instructional personnel, drawing on the resources of professionally qualified members of the university community.

The institutions within the State University System have indicated that future plans for program development will reflect recognized recommendations and goals through implementation of national, statewide, and university service district needs for criminal justice educational opportunities. Such developments might include the expansion to a broader criminal justice concept of the two universities now primarily concerned with law enforcement related programs, or an increased emphasis on educational programming to meet the needs of pre-service students as well as to satisfy the continuing educational requirements of current criminal justice practitioners.

The distribution of criminal justice personnel for each university service district is shown in Figure 32. This table divides the total manpower in each district into its three constituent subsystems. Figure 32 also indicates the number of in-service personnel enrolled in each university's criminal justice program and their proportionate distribution to the three criminal justice subsystems. In-service student enrollments and their proportionate distribution to the three subsystems were obtained from each institution's Law Enforcement Education Program application for FY-73 submitted to the Law Enforcement Assistance Administration. Figure 32 is followed by brief, individual profiles of each State University System school offering criminal justice programs.

Figure 32.

Distribution of Criminal Justice Manpower and Inservice Enrollment By State University System Service Districts

INSTITUTION	MANPOWER				INSERVICE ENROLLMENT (% Total Manpower)		PERCENT DISTRIBUTION OF INSERVICE ENROLLMENT BY SUBSYSTEM[2]		
	Police	Courts[1]	Habilitation	Total			Police	Courts	Habilitation
Fla. Atlantic Univ.	2335	581.6	498	3414.6	71	(2.1)	82	14	4
Fla. Internat'l Univ.	2981	867.3	273	4121.3	83	(2.0)	-	-	-
Fla. State Univ./ Fla. A & M Univ.	1991[3]	226.4	813	3030.4	60 105	(5.4)	60 4	5 6	35 90
Fla. Tech. Univ.	1492	479.6	194	2165.6	120	(5.5)	78	4	17
Univ. of Fla.	468	300.7	1016	1784.7	-	-	-	-	-
Univ. of N. Fla.	930	301.6	159	1390.6	-	-	-	-	-
Univ. of S. Fla.	2526	816.4	729	4071.4	150	(3.7)	29	1	70
Univ. of W. Fla.	457	212.4	115	784.4	31	(4.0)	77	13	10
TOTAL	13,192[4]	3786.0	3797	20775.0	620	(3.0)	55	7	38

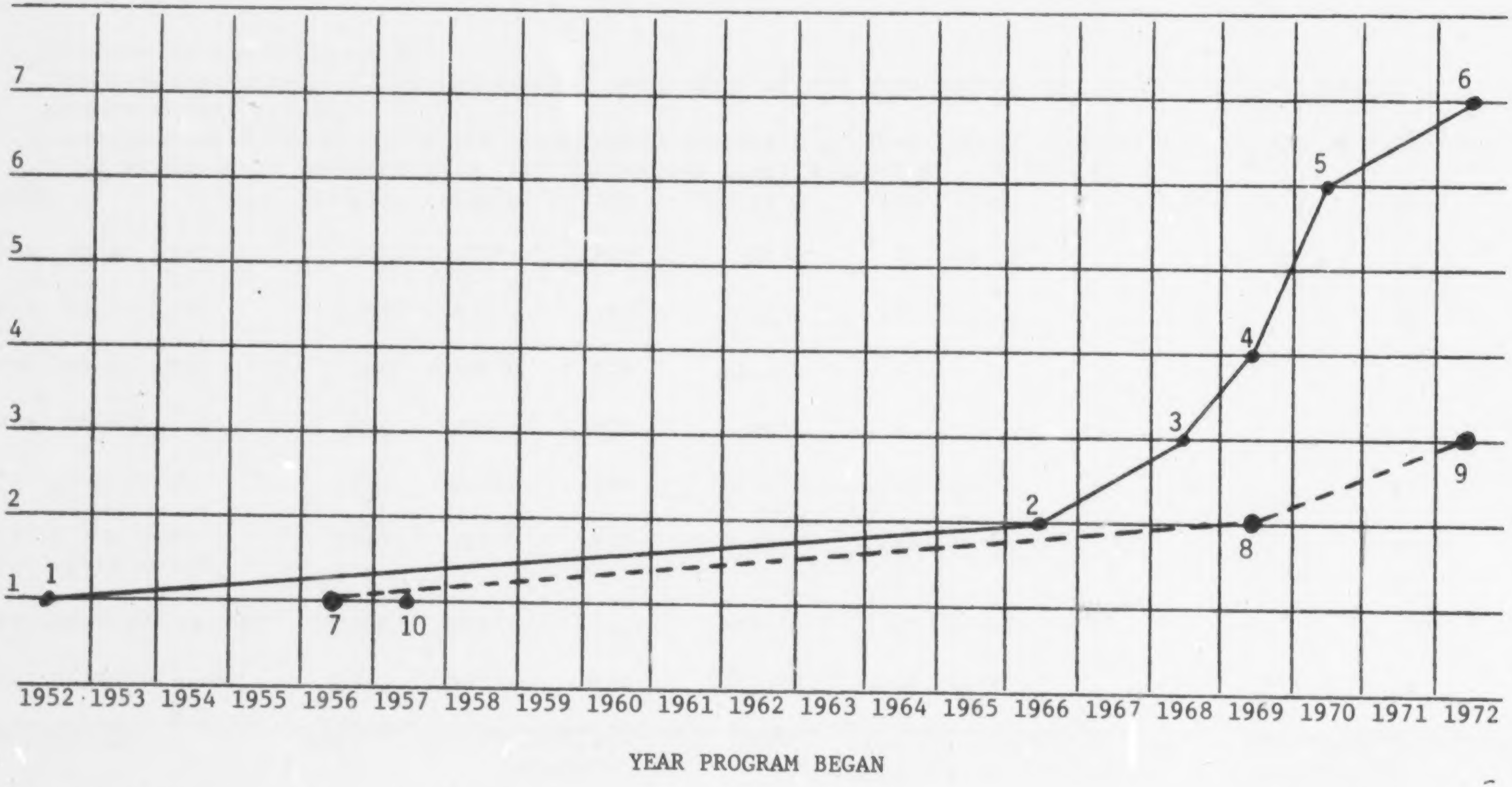
[1] Court manpower is given as Full Time Equivalent (FTE) personnel; see page 27.

[2] Determined by examination of Law Enforcement Education Program (LEEP) funding application as submitted by each school (72-73).

[3] Includes 1093 officers from the Florida Department of Law Enforcement and Florida Highway Patrol.

[4] Includes 12 non-respondents.

THE GROWTH OF CRIMINAL JUSTICE RELATED PROGRAMS IN FLORIDA'S STATE UNIVERSITIES



[1] Florida State University bachelor degree program
[2] Florida A&M University bachelor degree program
[3] University of South Florida bachelor degree program
[4] Florida Atlantic University bachelor degree program
[5] Florida Technological University bachelor degree program; University of West Florida bachelor degree program
[6] Florida International University bachelor degree program
[7] Florida State University master's degree program
[8] Florida Atlantic University MPA program with a minor in criminal justice
[9] Florida State University MBA program with a judicial management minor
[10] Florida State University doctoral program

The University of Florida School of Law was established in 1909, and the Law School of Florida State University in 1966.

Figure 33.

ENROLLMENT AND GRADUATE DATA FOR STATE UNIVERSITY CRIMINAL JUSTICE PROGRAMS
1970 - 1972

INSTITUTION	ENROLLMENT AREA			GRADUATE DATA		
	1970-1971	1971-1972	1972-1973	1970-1971	1971-1972	1972-1973
Florida A & M	120	300	502	28	48	87
Florida Atlantic University						
BAA	70	75	131	3	25	48
Masters	12	12	NR	0	0	NR
Florida International University	-	-	200	-	-	-
Florida State University						
Bachelors	325	750	890	228	150	250
Masters	53	55	66	35	18	40
Doctorate	-	15	8	1	4	6
MBA	-	-	6	-	-	-
JD	-	511	534	82	130	165
Florida Technological University	85	175	231	6	42	NR
University of Florida Law School	-	1063	994	240	233	241
University of South Florida	150	175	300	-	-	25
University of West Florida	9	38	41	1	10	10

Figure 34.

1. FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY - Tallahassee

With the legislative passage of a bill to establish two state normal schools, the State Normal College for Colored Students was founded in 1887. Through numerous changes to meet growing educational needs, this initial effort in higher education for Blacks has been expanded and upgraded until it attained its current university status in 1953 as Florida Agricultural and Mechanical University. In 1970 full autonomy for FAMU resulted in its full partner role in the nine-university public education system with the University itself divided into the College of Arts and Sciences and the Schools of Agriculture and Home Economics, Education, Nursing, Pharmacy and Technology.

The University's criminal justice program, a Sociology major with a minor in Corrections, is housed in the College of Arts and Sciences and requires a forty-eight quarter hour program in sociology with twelve hours in criminal justice programs plus a field experience (internship) of twelve hours. The program may lead to either the BA or BS degree in Sociology with a minor in Corrections. The Department also offers a one year certificate program in Criminology and Corrections.

There are currently an estimated 315 students enrolled in the program with approximately 20 percent currently in-service to criminal justice agencies. Student enrollment in the program is expected to exceed 400 for the 1973-74 school year.

The corrections faculty for Florida Agricultural and Mechanical's program consists of one full-time faculty member holding the masters degree. In addition, many of the full-time faculty of the Sociology department teach courses directly related to the corrections minor curriculum.

Future program development anticipates broadening of the program to include aspects of the other two criminal justice subsystems, law enforcement and adjudication.

2. FLORIDA ATLANTIC UNIVERSITY - Boca Raton

Established in 1961 by the Legislature and opened to students in the fall of 1964, Florida Atlantic University's primary role is that of an upper division and graduate level institution allowing for continued educational opportunities for graduates of Florida junior colleges. The University is organized into six colleges: Business and Public Administration; Education; Engineering; Humanities; Science; and Social Science.

The Criminal Justice Program is an academic program within the College of Social Science. Criminal Justice majors complete 90 quarter hours at Florida Atlantic, including 41-42 quarter hours that relate Criminal Justice to the social sciences. The program is structured to produce criminal justice generalists based on a liberal arts/multidiscipline model leading to a Bachelor of Applied Arts.

Approximately 85 percent of the students in the program attend on a full-time basis, and approximately 65 percent of the participants are currently in-service to predominately law enforcement agencies with court and correctional personnel represented to a lesser degree. For the 1971-72 academic year the program graduated 25 baccalaureate degrees.

The criminal justice program faculty of Florida Atlantic for the 1971-72 school year was composed of one full-time doctorate faculty member. This position was supplemented by one masters and four additional doctorate faculty on a part-time basis. Faculty development for the 1972-73 school year would increase personnel to include one masters and three doctorate faculty full-time.

Future program development will be influenced by the increase in the proportion of pre-service students and greater representation of in-service and pre-service with career interests in courts and corrections. In meeting these requirements, program modifications will be undertaken to encompass the total field of criminal justice and make the program more responsive to student career objectives. In addition, consideration is being given to include a greater degree of problem-centered career course work while still retaining the program's multidisciplinary approach and a proposed masters level program.

3. FLORIDA INTERNATIONAL UNIVERSITY - Miami

Established in 1965 by the Legislature and opened to students in the fall of 1972, Florida International University's primary role as an upper-division institution is to continue the educational opportunities of graduates of Florida Junior Colleges, especially those residents of the populous Dade, Broward, Monroe, Collier Counties area. The University's academic programs are organized around the College of Arts and Sciences and five schools: Business and Organizational Sciences; Education; Technology; Health and Social Services; and Hotel, Food and Travel Services.

The Criminal Justice Program is an academic program within the School of Health and Social Services leading to a Bachelor of Science degree. Criminal Justice majors will complete the university requirements for degree and between 30 and 45 quarter hours in criminal justice and directly related courses depending on which program option elected: Police Administration (45 quarter hours), Correctional Administration (45); Criminal Justice Administration (30); and Criminalistics (30). The program's thrust is toward the broad spectrum of the Criminal Justice System, preparing practitioners with a scientific and scholarly blend of social, cultural, behavioral, political and legal learning experiences as they relate to our justice system.

There are currently 200 students enrolled in the program with approximately 75 percent attending full-time, and 50 percent currently in-service to criminal justice agencies. Student enrollment in the program is expected to exceed 400 for the 1973-74 school year.

The Criminal Justice program faculty of Florida International for the 1972-73 school year was composed of three masters and two doctorate (J.D.) faculty members employed on a full-time basis.

Future program development may be guided by a philosophical and conceptual orientation toward the concept of social justice. Such a broader spectrum might multidisciplinarily embrace criminal justice, social work, mental health and the psycho-social aspects of occupational therapy. Additionally a masters program is being planned for implementation in 1975.

4. FLORIDA STATE UNIVERSITY - Tallahassee

Historically dating to Legislative action in 1851, the Florida State University provides baccalaureate and graduate level higher educational opportunities to over 19,000 students. The university is organized into three colleges: Arts and Sciences, Education, and Law; and seven schools: Home Economics, Music, Library Science, Social Welfare, Business, and Nursing.

Established in 1955, the Department of Criminology is one of the two departments comprising the School of Social Welfare. Criminology majors complete a minimum of 45 quarter hours of criminology course work including a 15 hour internship experience, toward a BS/BA in Criminology. Regarded as an interdisciplinary area of study that draws upon the knowledge and skills of many disciplines as they relate to the phenomenon of crime, emphasis is given to the perspective of a criminal justice system so that there is integration and comprehensive coverage of such major areas as criminological theory, corrections, law enforcement, and the courts. In addition to this expansive undergraduate program, the Department offers graduate programs leading to the degrees of Master of Arts, Master of Science, and Doctor of Philosophy. Designed primarily for individuals interested in academic and scholarly careers in criminology, the graduate courses of study offer a stimulating and integrated program which will produce scholars capable of teaching, conducting research, and administering criminal justice programs.

There are currently nearly 1000 students enrolled in the Department. Of these, 890 are undergraduates with approximately 90 percent attending full-time and with only 20 percent in-service to criminal justice agencies. Of the 66 Masters program and 8 Doctoral students enrolled in graduate studies, approximately 80 percent attend full-time and 50 percent are in-service. In addition to regular students, some 60 in-service personnel attend on a full or part-time basis to attain a Certificate in Corrections or Certificate in Law Enforcement. For the 1971-72 academic year, the Department graduated 150 baccalaureate, 18 masters and 4 Ph.D. degrees.

The Department of Criminology faculty at Florida State for the 1971-72 school year included 3 masters and 16 doctorate faculty members employed on a full-time basis, and two part-time instructors holding masters degrees.

Future program development may be influenced by the trend toward school status of the Department of Criminology. Another influence on program development may be the emerging emphasis on continuing education and increased participation by in-service personnel.

FLORIDA STATE UNIVERSITY COLLEGE OF LAW

The College of Law initiated classes in the Fall of 1966 and offers a three year curriculum towards the Juris Doctor degree. During the 1971-72 academic year, the College had an enrollment of 511 and graduated 130 students. For the 1972-73 term, 534 students were program participants with an anticipated graduation total of 165. Predicated on successful completion of the Florida Bar Examination, many of these graduated will become active participants in the criminal justice process as assistant state's attorneys, assistant public defenders and private counselors practicing in the State courts.

5. FLORIDA TECHNOLOGICAL UNIVERSITY - Orlando

Established to provide higher educational opportunities to the people of the state through teaching, research and service, Florida Technological University is a four-year general purpose institution offering baccalaureate degree programs, as well as selected masters and doctoral programs as required. The university is organized into six colleges: Business Administration, Education, Engineering, Humanities and Fine Arts, Natural Science, and Social Science.

Academically housed in the Department of Political Science, College of Social Science, the Criminal Justice Program requires 49 quarter hours of concentration in core and specific areas of criminal justice, and 26 hours in allied concentration areas. Three major concentrations are available: Law Enforcement (service and administration); Corrections (service and administration), and Justice Administration (court service or justice policy and planning). Successful completion of one of these sequences leads to a degree of Bachelor of Arts in Criminal Justice.

With more than 200 enrolled in the program, over 85 percent of program participants are full-time students and approximately 70 percent are in-service to predominately law enforcement agencies. An increase in enrollment to a 250 student maximum is anticipated for the 1973-74 school year. For the 1971-72 academic year, the Program graduated 42 baccalaureate degrees.

The criminal justice program has three full-time faculty, and two faculty members utilized on a part-time basis.

Future program development will include expanded program emphasis in both corrections and judicial administration areas. Additionally, the predominance of in-service students will recede and pre-service enrollment in the program should increase. Departmental status may be managerially indicated when FTE enrollment exceeds 250.

6. UNIVERSITY OF FLORIDA - Gainesville

No criminal justice program or sequence is offered.

UNIVERSITY OF FLORIDA COLLEGE OF LAW

The University of Florida College of Law was established in 1909, and, until the inception of Florida State's College of Law in 1966, was the only state law school in Florida. The College of Law offers a three year sequence toward the Juris Doctor degree. During the 1971-72 academic year, the College had an enrollment of 1063 and graduated 233 students. For the 1972-73 term, 994 students were program participants with an anticipated graduation total of 241. Predicated on successful completion of the Florida Bar Examination, many of these graduated lawyers will become active participants in the criminal justice process as assistant state's attorneys, assistant public defenders and private counselors practicing in the State courts.

7. UNIVERSITY OF NORTH FLORIDA - Jacksonville

No criminal justice program or sequence is currently offered.

8. UNIVERSITY OF SOUTH FLORIDA - Tampa

Founded in 1956 and first opened for students in the fall of 1960, the University of South Florida became the first state university in the United States to be totally planned and initiated in this century and was the initial step in the broad expansion of the State University System. Academic programs are organized in the University's ten Colleges: Basic Studies, Business Administration, Education, Engineering, Fine Arts, Language-Literature, Medicine, Natural Sciences, Nursing, and Social and Behavioral Sciences.

The Criminal Justice program is housed in the College of Social and Behavioral Sciences and leads to the Bachelor of Arts degree in Criminal Justice. A minimum of 45 hours are required in criminal justice courses or related areas including a minimum of four hours of Practicum (internship).

There are currently more than 300 students enrolled in the program with approximately 50 percent of program participants currently in-service to agencies of the greater Tampa Bay area. The program anticipated 25 graduates for the 1972-73 academic year.

The criminal justice faculty is composed of four full-time doctorate personnel, including one lawyer, and part-time instructional personnel drawn from community resources.

Future program development will emphasize the continuing education role of the criminal justice program. In addition, the establishment of a masters degree program is anticipated in 1974.

9. UNIVERSITY OF WEST FLORIDA - Pensacola

Established in 1963 by Legislative action and enrolling their first students in 1967, the University of West Florida was conceived to serve community college graduates with upper-division and graduate programs. The university is organized into three cluster colleges--Alpha, Gamma, and Omega--with each of the three colleges offering one or more disciplines in each of the five academic areas of the university: business, education, humanities, social sciences, and natural sciences.

The program of Public Safety and Contemporary Society is an interdisciplinary academic program administratively housed in the Department of Political Science, Omega College. The Public Safety program is an inverted program, i.e., the student must have completed a minimum of 27 quarter hours of courses directly related to law enforcement in his associate degree program. The applied courses necessary for completion of the major are available only in the junior colleges. In addition to these courses, the major is required to take some 60 quarter hours in the five selected areas of political science, psychology, sociology and social welfare, management and economics, and philosophy and communication arts. By meeting university-wide requirements, taking these appropriate hours, and the senior seminar (PSCS-420), the program participant qualifies for a Bachelor of Arts in Public Safety and Contemporary Society.

There are currently more than 40 students enrolled in the program, all full-time, with approximately 50 percent in-service to various criminal justice agencies. The program produced 10 baccalaureate degrees during the 1971-72 academic year. Student enrollment in the program is expected to exceed 100 participants in the 1973-74 academic year.

Faculty for this interdisciplinary program draws on some 17 full-time doctorate faculty members from the five selected areas listed above. In addition, one faculty member is utilized one-half time to coordinate the program, and one professor's student academic counseling assignments are exclusively for program participants.

Future program development should see the current interdisciplinary thrust expanded to include courts and corrections. This includes an ongoing residence program with the Dozier School in Marianna. In addition, an increase of in-service law enforcement personnel is anticipated as the officers complete associate programs throughout the University's service district. This will necessitate expansion of the program facilities to handle increased student loads.

The Division of Community Colleges

Of the twenty-eight community and junior colleges comprising Florida's public junior college system, all but North Florida Junior College at Madison offer programs relating to criminal justice education.

The established programs widely vary in terms of both types of programs and student enrollment. The range of programs offered by the State's community colleges is clearly evidenced by comparing a small rural oriented institution like Chipola Junior College with the largest school in the system, Miami-Dade Junior College with its metropolitan/urban population. Chipola's program in criminal justice projected a total enrollment of 30 students for the 1972-73 academic year with a graduation estimate of seven Associate in Applied Science degrees. At the other extreme, Miami-Dade projected 1660 students in the various criminal justice programs on its campuses and numerous educational centers. These combined programs are anticipated to yield 160 graduates. Miami-Dade programs allow students to seek either the Associate in Arts preparatory to transferring to a senior institution or the terminal Associate in Science in specified areas of concentration including Law Enforcement, Police Administration, Police Science and Forensic Science.

On a statewide basis, criminal justice programs enrolled 1881 students during the 1969-70 academic year and graduated 190 during the same period.

A significant increase in both the enrollment and graduates is demonstrated by the 1971-72 academic year figures. In this period, program enrollment totaled 5118 students with graduates numbering 533. The enrollment and graduation projections obtained from each school's Law Enforcement Assistance Administration grant application indicate another significant increase for the 1972-73 academic year. For this time-frame the State's two-year public colleges will enroll some 6906 personnel and graduate an estimated 875 students from their criminal justice programs. Figure 35 presents a complete enrollment/graduate summary by school.

The programs themselves are titled and identified in five major areas. Eleven schools maintain criminal justice programs including Miami-Dade which offers both Criminal Justice and Police Science programs. Law Enforcement programs are found at nine of the two-year colleges including Hillsborough Community College with a Law Enforcement and a Prevention and Corrections program, and Okaloosa-Walton Junior College which has both a Law Enforcement and a Police Science program. A program in Police Administration is offered at three others. Only one college, Lake-Sumter Community College, offers a Criminology and Corrections program. A complete index of criminal justice education programs is presented in Figure 36.

These programs in criminal justice education were initially oriented toward the para-professional/terminal associate in science as evidenced by the twenty-two institutions that award this degree in criminal justice education. However, with increasing numbers of criminal justice

INSTITUTION	Program Enrollment 69-70	70-71	71-72	72-73*	Program Graduates 69-70	70-71	71-72	72-73*
Brevard CC	NR	99	150	379	0	20	16	53
Broward CC	474	566	370	465	23	34	42	60
Central Florida CC	NR	200	96	210	NR	NR	2	40
Chipola JC	-	28	25	30	-	0	2	7
Daytona Beach CC	NR	180	175	250	7	8	25	45
Edison CC	NR	25	35	40	NR	6	12	5
Florida JC at Jax	120	210	418	550	8	14	20	45
Florida Keys CC	36	40	50	75	2	2	2	10
Gulf Coast CC	-	86	100	66	-	NR	3	27
Hillsborough CC	-	-	296	365	-	-	11	14
Indian River JC	-	44	35	63	-	5	8	32
Lake City CC	87	134	148	205	0	5	5	NR
Lake-Sumter CC	76	55	87	85	0	1	2	3
Manatee JC	-	50	86	120	-	0	2	17
Miami-Dade JC	NR	1216	1100	1660	47	52	168	160
Okaloosa-Walton JC	36	50	64	83	11	10	17	26
Palm Beach JC	193	213	218	275	20	33	27	72
Pasco-Hernando JC	-	-	-	15	-	-	-	-
Pensacola JC	97	110	362	128	1	3	15	10
Polk CC	NR	37	100	100	0	2	12	20
St. Johns River JC	73	88	52	75	NR	NR	NR	21
St. Petersburg JC	160	200	150	325	22	31	26	30
Santa Fe JC	275	130	165	230	NR	NR	30	28
Seminole JC	24	40	40	65	0	4	10	50
South Florida JC	-	50	46	87	-	1	NR	10
Tallahassee CC	230	275	400	540	37	46	20	50
Valencia JC	NR	200	350	400	12	24	76	40

NOTE: NR indicates no response to questionnaire
*72-73 figures are estimates taken from questionnaire and LEAA educational grant applications.

Division of Community Colleges
Criminal Justice Enrollment and Graduation Summary
Figure 35.

students tranferring to senior institutions for continued study toward the baccalaureate degree, fifteen of the schools currently offer the associate in arts degree with most schools offering this in addition to the associate in science sequence. Of the twenty-seven two-year state schools with criminal justice education programs, eleven offer both the associate in arts and associate in science degrees, three offer only the associate in arts degree, one offers the associate in arts and the associate in applied science degree (See Figure 36).

In addition to degree programs, many of the State's two-year schools have a criminal justice certificate program. Sixteen of the twenty-seven schools offer structured curriculum sequences leading to the award of certificates in either criminal justice, law enforcement, police administration, police science or corrections; 50 percent of these schools offer certificates in more than one of these areas. The certificate program, usually taken by in-service personnel on a part-time basis, requires 30 credit hours or one year of academic work in the indicated specialized areas. These certificate sequences usually require that the courses be taken from the normal criminal justice curriculum offered by the school. In some instances the school may additionally require the basic college composition course. In effect, these certificate programs offer college level continuing educational opportunities to in-service personnel. Figure 34 presents the number and type of such programs currently in operation.

Faculty staffing of these varied programs is generally commensurate with the various programs offered and the enrollment in these programs.

Figure 36.
Community College Criminal Justice Programs;
Degrees and Certificates Offered

	PROGRAMS					DEGREES			CERTIFICATES*				
	Criminal Justice	Law Enforcement	Police Administration	Police Science	Criminology & Corrections	Associate in Arts	Associate in Science	Associate in Applied Science	Criminal Justice	Law Enforcement	Police Administration	Police Science	Corrections
Brevard CC			x				x			x			x
Broward CC	x					x	x			x			x
Central Florida CC	x						x						
Chipola JC	x							x					
Daytona Beach CC		x					x						
Edison CC				x		x						x	
Florida JC at Jax	x					x	x					1	
Florida Keys JC			x				x			x			
Gulf Coast JC		x				x	x						
Hillsborough CC		x			2	x	x						x
Indian River JC	x						x		x				
Lake City CC				3		x	x			x			x
Lake Sumter CC					x	x					x		x
Manatee JC	x					x	x			x			x
Miami-Dade JC	x			x		x	x			4			
Okaloosa-Walton JC		x		x		x	x						
Palm Beach JC		x					x			x			x
Pasco-Hernando CC		x					x						
Pensacola JC		x					x						
Polk CC				x			x						
St. Johns River JC		x				x	x			x			
St. Petersburg JC			x			x	x						
Santa Fe JC	x					x							
Seminole JC	x						x						
South Florida JC	x						x		x				
Tallahassee CC	x					x		x		x			x
Valencia CC		x				x	x			x			

1-Certificate in Police Science Administration
2-Degree program in Prevention and Corrections
3-Degree in Police Science and Corrections
4-Certificates in Law Enforcement, Identification and Crime Laboratory, and Probation Officer

*Certificate Programs require 30 hours or 1 year academic work.

Some of these two-year colleges still staff programs with less than full-time faculty. However, this practice appears to be decreasing due to increased enrollments. Many of these programs supplement faculty staffing with practitioner resources drawn from the surrounding community. These supplementary faculty provide professional and technical input to the school academic base. Exploitation of such resources by the State's junior colleges allows for close coordination with and response to the communities each serves.

Future program development of the Division of Community College schools appears dyadic in thrust. First, individual schools appear to be broadening their scope to include all three criminal justice subsystems vis-a-vis the predominate police services orientation currently evidenced. Of course, the degree of expansion will be contingent upon the needs of the criminal justice system within the schools service district as well as attendant student demand. The other area for development seems to be an increase in students opting for the associate in arts degree sequence allowing for direct transfer to a senior university. When transferring, present associate in science graduates transfer to find that some basic studies requirements have not been met while those holding an associate in arts degree have fulfilled the articulated requirements agreed upon by both the Division of Community Colleges and the State University System.

The distribution of criminal justice personnel for each community college district is presented in Figure 37 as well as the number of in-service personnel enrolled in each community college's criminal justice program and their proportionate distribution. Figure 37 is followed by brief, individual profiles of each Division of Community Colleges' institution offering criminal justice programs.

Figure 37.

Distribution of Criminal Justice Manpower and Inservice Enrollment By Community College Districts

	MANPOWER				INSERVICE ENROLLMENT	PERCENT DISTRIBUTION OF INSERVICE ENROLLMENT BY SUBSYSTEM[2]		
INSTITUTION	Police	Courts[1]	Habilitation	Total	(% Total Manpower)	Police	Courts	Habilitation
Brevard CC	314	142.1	33	489.1	209 (42.7)	99	1	-
Broward CC	1302	318.9	114	1734.9	315 (18.2)	95	-	5
Central Florida CC	116	27.0	207	350.0	160 (45.7)	22	-	78
Chipola JC	48	83.0	282	413.0	20 (4.8)	26	-	74
Daytona Beach CC	267	116.0	41	424.0	180 (42.4)	83	14	3
Edison JC	304	117.3	36	457.3	17 (3.7)	85	-	15
Fla. JC at Jax	856	283.6	145	1284.6	450 (35.0)	79	-	21
Florida Key CC	87	37.1	10	134.1	60 (44.7)	84	8	8
Gulf Coast CC	115	18.0	17	150.0	100 (66.7)	100	-	-
Hillsborough CC	794	257.6	160	1211.6	245 (20.2)	99	-	1
Indian River JC	228	74.1	171	473.1	11 (2.3)	99	-	1
Lake City CC	47	100.7	558	705.7	190 (26.9)	20	2	78
Lake Sumter CC	104	90.3	143	337.3	40 (11.9)	33	-	67
Manatee JC	329	107.0	43	479.0	90 (18.8)	92	2	6
Miami-Dade JC	2838	756.8	258	3852.8	833 (21.6)	93	-	7
North Fla. JC	69	82.7	11	162.7	- -	-	-	-
Okaloosa-Walton JC	82	25.9	32	139.9	100 (71.5)	86	6	8
Palm Beach JC	787	170.6	212	1169.6	110 (9.4)	78	-	22
Pasco-Hernando CC	95	25.9	31	151.9	- -	-	-	-
Pensacola JC	260	159.5	66	485.5	100 (20.6)	100	-	-
Polk CC	314	33.3	62	409.3	88 (21.5)	85	9	5
St. Johns River JC	80	27.0	21	128.0	30 (23.4)	90	3	7
St. Petersburg JC	774	257.6	98	1129.6	125 (11.1)	98	1	1
Santa Fe JC	287	25.9	245	557.9	90 (16.1)	91	-	9
Seminole JC	125	16.9	5	146.9	110 (74.9)	93	1	6
South Fla. JC	76	109.1	169	354.1	67 (18.9)	25	3	72
Tallahassee CC	1764[3]	125.4	521	2410.4	375 (15.6)	87	-	13
Valencia CC	718	196.7	106	1020.7	350 (34.3)	100	-	-
TOTAL OF ALL	13192[4]	3786.0	3797	20775.0	4465 (21.5)	79	2	19

[1] Court manpower is given as Full Time Equivalent (FTE) personnel; see page 27.

[2] Determined by examination of Law Enforcement Education Program (LEEP) funding application as submitted by each school (72-73).

[3] Includes 1093 officers from the Florida Department of Law Enforcement and Florida Highway Patrol.

[4] Includes 12 non-respondents.

GROWTH OF CRIMINAL JUSTICE PROGRAMS IN FLORIDA'S COMMUNITY COLLEGES

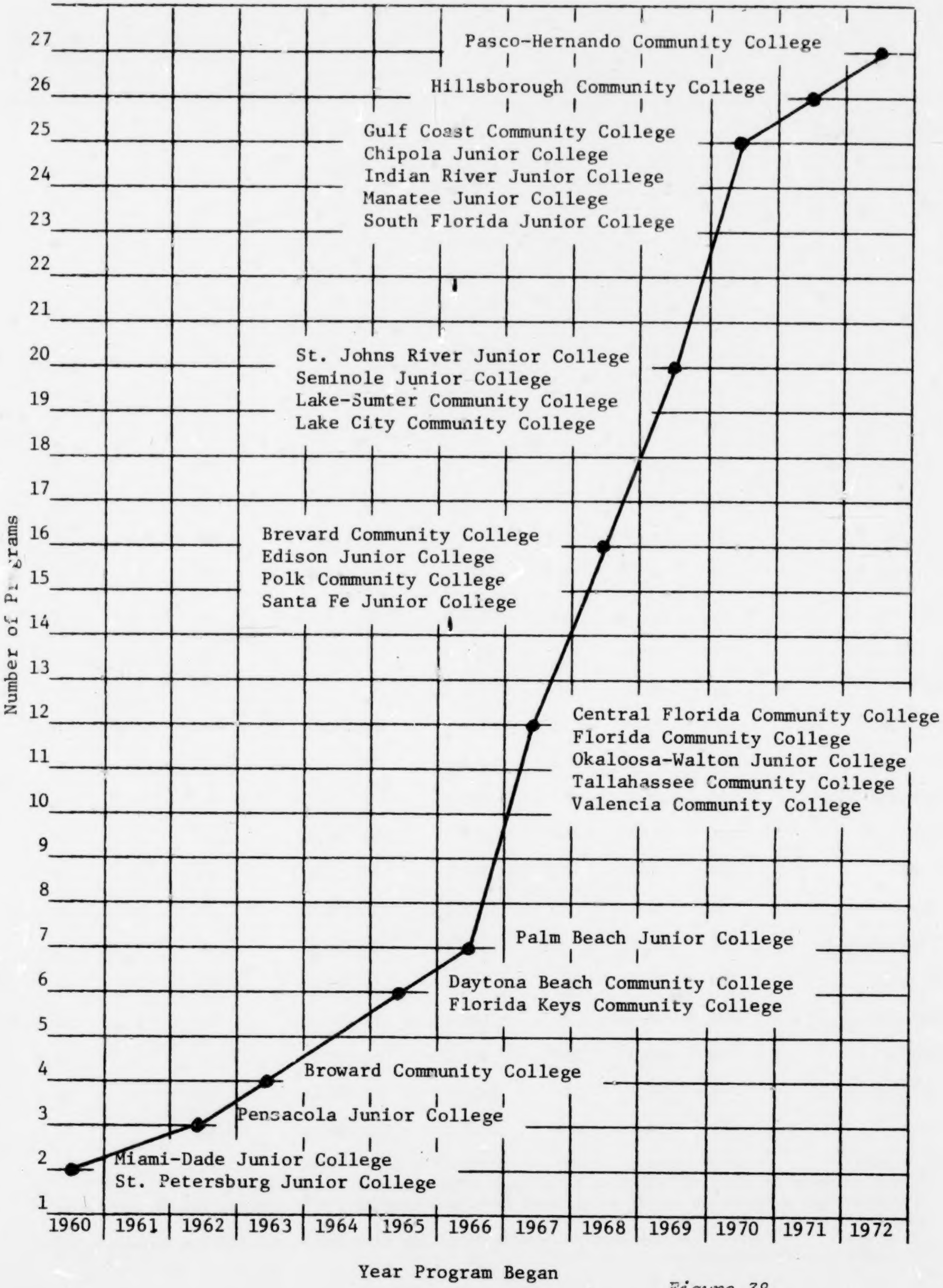


Figure 38.

1. BREVARD COMMUNITY COLLEGE - Cocoa

Established in 1960, Brevard Community College now serves some 7000 residents of Brevard County. The Police Administration and Criminal Justice Program, administratively housed in the Special Activities Division, was initiated in 1969. The program produced its first 20 graduates during the 1970-71 academic year and currently projects 53 graduates for the 1972-73 term. Begun as a terminal two-year program designed to enhance the skills of in-service law enforcement officers, the program's current scope has been broadened to include related criminal justice agencies and provides an academic base for students desiring to transfer to senior institutions. With more than 370 students enrolled in the program, 60 percent attend on a part-time basis and approximately 50 percent of the participants are currently in-service to predominately law enforcement agencies. The program has one full-time masters and two doctoral faculty members, with, in addition, more than 10 part-time personnel utilized to supplement full-time faculty. The Police Administration and Criminal Justice Program currently is directed toward the Associate in Science degree and is closely coordinated with the Police Minimum Standards Training also provided by the school. The program currently reflects an increase in both pre-service student enrollments and program graduates transferring to senior institutions in pursuit of baccalaureate degrees. In this light, future program development will reflect these trends with broader emphasis to include the total scope of criminal justice, and to encourage program participants to attain an Associate in Arts degree allowing parallel transfer to senior schools.

2. BROWARD COMMUNITY COLLEGE - Fort Lauderdale

First opening in the fall of 1960, Broward Community College now serves Broward County and over 13,000 students on its two current campuses. The Criminal Justice Program, established in 1964, was initially concerned with police education. Subsequently, however, the scope of the program has significantly expanded with the Criminal Justice Program currently housed in the Criminal Justice Institute.

The program currently offers seven degree sequences--Associate in Arts in Pre-Law Enforcement or Pre-Corrections and Associate in Science degrees in Criminal Justice, Police Science, Corrections, Crime Scene Technology, and Security Administration. The Criminal Justice Program graduated 23 participants during the 1969-70 school year, 42 students during the 1971-72 year, and projects the 1972-73 term to produce 80 graduates. In addition, two certificate programs in police science and criminal justice are available. There are currently more than 460 students enrolled in the program with approximately 60 percent of the participants enrolled on a part-time basis while in-service to criminal justice agencies. Staffing of the Criminal Justice Program at Broward is composed of two doctorate, five masters, and one baccalaureate faculty positions employed on a full-time basis. With a broad based program currently in effect, future program development will add specific technical skill courses to general educational programs in the various areas of criminal justice. The Criminal Justice Institute also administers the basic police training and Police Standards Board career development programs and anticipates advisory services will be offered to local governments.

3. CENTRAL FLORIDA COMMUNITY COLLEGE - Ocala

Serving Citrus, Levy and Marion Counties, Central Florida Community College opened to students in the fall of 1958. The Criminal Justice/Law Enforcement Technology Program was initiated in the fall of 1966. The current programs lead to the Associate of Science degree in law enforcement technology or corrections technology. While the program produced only two graduates for the 1971-72 school year, current projection for the 1972-73 term anticipates 40 graduates. There are presently more than 200 students enrolled in the program with approximately 70 percent attending part-time and currently in-service to predominately law enforcement agencies. The program is currently staffed with two full-time and three part-time faculty members. Future program development seems to indicate the establishment of a Department of Criminal Justice offering degree programs in law enforcement, corrections, fire science and industrial security. The emphasis will continue to move into the area of career development for the in-service individual and entrance employment for the high school graduate.

4. CHIPOLA JUNIOR COLLEGE - Marianna

Established in 1947 to serve Calhoun, Holmes, Jackson and Washington Counties, Chipola Junior College now provides educational opportunities to some 1600 students. The Criminal Justice Program, established in the fall of 1970, is housed in the Vocational Technical Division and offers curriculum leading to the Associate in Applied Science degree. The program produced its first two graduates during the 1971-72 academic year and currently projects seven graduates for the 1972-73 term. The programs are directed toward currently employed officers in either corrections or law enforcement. There are currently 30 students enrolled in the program with approximately 95 percent attending part-time and currently in-service to criminal justice agencies in the community college area. The program faculty for the 1972-73 school year is composed of one masters and one doctoral faculty member employed on a part-time basis. Future program development will include the employment of a full-time faculty program coordinator/instructor and course scheduling to meet the needs of in-service personnel.

5. DAYTONA BEACH COMMUNITY COLLEGE - Daytona Beach

Founded in 1958 to serve Volusia and Flagler Counties, Daytona Beach Community College serves over 2600 members of the community. The Law

Enforcement Program, administratively housed in the Business Division, was begun in 1965 and offers courses leading to the Associate in Science degree in Law Enforcement. The Law Enforcement Program graduated seven program participants during the 1969-70 school year, 25 students during the 1971-72 year, and projects 45 graduates for the 1972-73 term. There are currently approximately 175 students enrolled in the program with 80 percent of these participants enrolled on a full-time basis, and 50 percent currently in-service to criminal justice agencies, predominately law enforcement. The law enforcement program faculty for the 1972-73 school year was composed of one full-time faculty member holding a masters degree, two additional full-time faculty members teaching predominately law enforcement courses, and some 12 part-time instructional personnel. Future program development reflects that while the current program is set for terminal professional skill levels, most students currently enrolled in the program desire transfer to a senior institution offering the baccalaureate degree in some field of criminal justice. The inception of an associate in arts sequence that will parallel university studies will significantly assist in the smooth transition to the higher institution.

6. EDISON COMMUNITY COLLEGE - Fort Myers

Serving the southwest counties of Charlotte, Collier, Glades, Hendry, and Lee with a current student enrollment of over 1900, Edison Community College accepted its first students in the fall of 1962. The Police Science Program was initiated in 1968 with six basic courses conforming to the guidelines of the Police Minimum Standards Board. Administratively housed in the Division of Social Sciences, the program currently offers a one year certificate and a two year Associate in Arts degree. The Police Science Program produced its first six graduates during the 1970-71 academic year, following with 12 program graduates for the 1971-72 term, and projecting five graduates of the program for the 1972-73 period. There are currently more than 150 students enrolled in the program with approximately 95 percent of these attending on a full-time basis, and 15 percent are currently in-service to criminal justice agencies. The Police Science Program faculty for the 1972-73 school year was composed of one doctorate faculty member employed on a full-time basis. Future program development will include the addition of courses to accomodate in-service supervisory personnel and personnel preparing to enter local enforcement agencies upon completion of the two year program.

7. FLORIDA JUNIOR COLLEGE - Jacksonville

Accepting its first students in 1966, Florida Junior College is currently serving over 7300 full-time students of Duval and Nassau Counties. The Criminal Justice Education Program, initiated in 1967, currently offers the Associate in Arts and Associate in Science degrees and certificates in Police Science and Administration. The Criminal Justice

Education Program graduated eight program participants during the 1969-70 school year, 14 students during the 1970-71 term, 20 during the 1971-72 year and projects the 1972-1973 term to produce some 45 graduates. There are currently more than 500 students enrolled in the program with approximately 30 percent attending on a full-time basis and 60 percent currently in-service to criminal justice agencies. The program faculty for the 1972-73 school year is comprised of three full-time and two part-time faculty personnel. Future program development including a corrections sequence will occur when the Northeast Florida Criminal Justice Training and Education Center becomes operational. In addition, the implementation of a criminal justice program at the University of North Florida may increase the need for an expanded pre-service Associate in Arts curriculum allowing for transfer to the senior university.

8. FLORIDA KEYS COMMUNITY COLLEGE - Key West

Accepting its first students in 1965, Florida Keys Community College now serves over 1200 members of the Monroe County community including military personnel from the many installations in Key West. The Police Administration Program, initiated in 1966, currently leads to an Associate in Science degree in Police Administration. The program graduated only two students per academic year in 1969, 1970 and 1971; however, the 1972-73 term is expected to yield 10 graduates. There are currently more than 75 students in the program with approximately 80 percent of these attending part-time and currently in-service. The program faculty for the 1972-73 school year is composed of one full-time instructor holding a masters degree and numerous part-time staffing from the law enforcement community. Future program development will be contingent upon meeting the expanding needs of community in-service personnel and providing pre-service personnel which plan on transferring to a senior institution a sound general education base upon which to complete their baccalaureate degree studies.

9. GULF COAST COMMUNITY COLLEGE - Panama City

Serving Bay and Gulf Counties, Gulf Coast Community College opened to students in the fall of 1957. The Law Enforcement Science Program, under the Division of Applied Science, was initiated in 1970 and has subsequently expanded, now offering two sequences; the Law Enforcement Science Program leading to an Associate in Science degree and the Pre-Criminology and Corrections Program leading to an Associate in Arts degree. The program produced its first three graduates during the 1971-72 academic year and currently projects 27 graduates for the 1972-73 term. With approximately 65 students enrolled in these programs in the fall quarter of 1972, 55 percent are currently in-service to predominately law enforcement agencies while 87 percent are attending on a part-time basis. Program staffing for the 1972-73 school year is composed of one full-time faculty member with the baccalaureate degree. Future program development will include expansion to the criminal justice concept and the inclusion of an approach to public safety which will encompass all forms of protection services.

10. HILLSBOROUGH COMMUNITY COLLEGE - Tampa

Hillsborough Community College opened in 1968 and is currently serving over 4000 full-time students at four locations throughout the county. The Police Science and Administration program was established in 1971 under the direction of the Dean of Vocational-Technical Education. The program currently offers an Associate in Arts degree in Pre-Police Science and Administration for transfer and continued study at an upper-division institution, and an Associate in Science degree in Police Science and Administration. The program yielded its first 11 graduates during the 1971-72 academic year and currently projects 14 graduates for the 1972-73 term. With current enrollment at 365 students, 70 percent of the program participants are currently in-service and attending on a part-time basis. The faculty staffing of this program includes two full-time and two part-time personnel. Future program development will encompass restructuring of the curriculum to embrace an established division of criminal justice.

11. INDIAN RIVER COMMUNITY COLLEGE - Fort Pierce

Opened for classes in the fall of 1960 to serve Indian River, Martin, Okeechobee and St. Lucie Counties, Indian River Junior College now serves more than 1200 full-time students. The Criminal Justice Program was established in 1971 and is housed in the Department of Municipal Services. The program currently offers an Associate in Science degree and a one year college Certificate in Criminal Justice with major emphasis in either law enforcement, corrections or probation. The Criminal Justice program graduated eight program participants during the 1971-72 academic year and projects more than 30 graduates for the 1972-73 term. With a current program enrollment of approximately 60, some 50 percent of program participants are attending on a part-time basis and currently in-service to criminal justice agencies. Faculty staffing of the Criminal Justice program includes one full-time and three part-time instructional personnel. Future program direction will include an AS degree sequence in criminalistics and encompass more extensive utilization of programmed material with off-campus offerings and individualized instruction aimed at in-service program participants.

12. LAKE CITY COMMUNITY COLLEGE - Lake City

Founded in 1947 and serving Baker, Columbia, Dixie, Gilchrist and Union Counties, Lake City Community College has a current enrollment of 1300 full-time students. The Police Science and Corrections program, established in 1969, currently offers four degree sequences: an Associate in Arts in Pre-Police Science or Pre-Corrections, and the Associate in Police Science or in Corrections. The program graduated its first five police science and corrections students during the 1970-71 academic year, following with the same number for the 1971-72 year, and projecting an increase to over 10 graduates for the 1972-73 term. In addition, certificate programs in both Police Science and Corrections are available through a one year program. With current program enrollment exceeding 200 students, approximately 90 percent of program participants are currently in-service to law enforcement and correctional agencies and attend on a part-time basis. Staffing of the Police Science and Corrections program is composed of one full-time doctorate faculty member. Future program development indicates the structuring of a Department of Criminal Justice with three programs: Police, Courts, and Corrections.

13. LAKE-SUMTER COMMUNITY COLLEGE - Leesburg

Serving the citizens of Lake and Sumter Counties, Lake-Sumter Community College began operation in January of 1962. Currently housed in the Division of Social Science, the Criminology and Corrections program offers Associate in Arts degrees in Pre-Criminology and Corrections and Pre-Police Administration, and 30 hour Certificate programs. The program graduated one student during the 1970-71 academic year, two students during the 1971-72 year, and projects the 1972-73 term to produce three graduates. With more than 80 enrolled in the program, 75 percent attend on a part-time basis and approximately 50 percent of program participants are currently in-service. Faculty staffing of the program consists of one full-time and one part-time instructional personnel. Future program direction will include an increased emphasis on the administrative and management functions of criminal justice agencies with course structuring to meet these needs.

14. MANATEE JUNIOR COLLEGE - Bradenton

Currently serving Manatee and Sarasota Counties with more than 2000 full-time students, Manatee Junior College accepted its first students in the fall of 1958. The expanded Criminal Justice program, first begun as a law enforcement program in 1970, is currently housed in the Center for Urban Studies and Criminal Justice within the Technology Department. The Criminal Justice program now offers both Associate in Arts and Associate in Science degrees in Law Enforcement and Corrections. The program produced its first two graduates during the 1971-72 academic year and currently projects 17 graduates for the 1972-73 term. In addition, one year certificate programs are available in three major areas of criminal justice. There are currently more than 120 students enrolled in the Criminal Justice program with approximately one-half of the program participants attending on a part-time basis and 80 percent in-service to predominately law enforcement agencies. The program is currently staffed by two full-time faculty and five part-time instructional personnel. Future program development seems to indicate department status for the Center for Urban Studies and Criminal Justice.

15. MIAMI-DADE JUNIOR COLLEGE - Miami

First opening in the Fall of 1960, Miami-Dade Junior College is the largest college in the State and currently serves Dade County and over 20,000 full-time students on its three campuses and numerous educational centers. The Police Science and Criminology program was started in 1960 at the North Campus within the Division of Technical-Vocational Studies. The South Campus initiated its Police Science Program in the Fall of 1965; the current Criminal Justice Department is now administratively housed in the Division of Occupational Education.

The North Campus Department of Police Science and Criminology currently offers and Associate in Arts in Pre-Criminology and three Associate degree sequences: Law Enforcement, Police Administration, and Forensic Sciences. There are currently more than 900 students enrolled in the program with approximately 60 percent of the participants enrolled on a part-time basis while in-service to criminal justice agencies. Staffing of the Police Science and Criminology Department at the North Campus is composed of nine full-time and one part-time instructional personnel. The South Campus Criminal Justice Department currently offers a Pre-criminology Associate of Arts degree and an Associate of Science in Police Science. The department on the South Campus currently serves over 250 students with some 60 percent attending on a full-time basis and approximately 20 percent of program participants currently in-service to Criminal Justice agencies. The Criminal Justice teaching faculty include three full- and two part-time instructors. These varied Criminal Justice programs yielded 47 graduates for the 1969-70 academic year, 52 during 1970-71, 168 for the 1971-72 year, and currently project more than 160 graduates for the 1972-73 term.

Future program development may be structured in light of the continuing increase of Associate in Arts transfer students continuing their education at a senior institution. While providing the broad base Associate in Arts curriculum however, recognition of community needs in the areas such as private security, youth services, and corrections, will necessitate program development to meet these localized needs.

An additional course of study available at the North Campus, the Court Reporting Program, provides for direct entry into the criminal justice system upon completion of the Associate in Science degree sequence. This program, while not directly related to the Police Science and Criminology Department's programs, must be recognized as meeting manpower education needs for Florida's court system.

16. NORTH FLORIDA JUNIOR COLLEGE - Madison

No criminal justice program or sequence is offered.

17. OKALOOSA-WALTON JUNIOR COLLEGE - Niceville

Established by the Legislature in 1963 for Okaloosa and Walton Counties, and opening for classes in the fall of 1964, Okaloosa-Walton Junior College currently serves over 1100 full-time students Administratively housed in the Department of Social Science, the Law Enforcement/Police Science Program offers an Associate in Arts degree leading to continued studies at a senior institution and an Associate in Science degree in Law Enforcement and Police Science. The Law Enforcement/Police Science program graduated 11 program participants during the 1969-70 academic year, 17 students during the 1971-72 year, and projects the 1972-73 term to yield some 26 graduates. Of the more than 80 students currently enrolled in the Police Science/Law Enforcement program, 65 percent attend on a full-time basis with 16 percent in-service to predominately law enforcement agencies. The program has one full-time masters faculty member and 4 masters and one doctorate faculty member utilized on a part-time capacity. Future program development is oriented toward expanding offerings into the areas of human services as related to the criminal justice system with program structuring eventually encompassing the total criminal justice concept.

18. PALM BEACH JUNIOR COLLEGE - Lake Worth

Established in 1933 to serve Palm Beach County, Palm Beach Junior College currently serves over 4000 full-time students. The Law Enforcement Program, established in 1963 with evening classes under the supervision of the Social Science Department, has evolved to its current Department status. The Law Enforcement Department offers Associate in Science degrees sequences and a 30 hour certificate program in both Law Enforcement and Corrections. The Law Enforcement and Corrections programs graduated 20 participants during the 1969-70 academic year, 33 for the 1970-71 term, 27 during the past 1971-72 term, and currently project the 1972-73 term to yield some 72 graduates. With more than 270 students currently enrolled in these two programs, 60 percent attend on a part-time basis and approximately 70 percent of program participants are currently in-service to criminal justice agencies. The department is staffed by two full-time masters degree faculty; in addition, more than seven part-time personnel are utilized to supplement full-time faculty. Future program development will include closer coordination between criminal justice, law enforcement and corrections agencies and curriculum structuring of Department offerings.

19. PASCO-HERNANDO COMMUNITY COLLEGE - Dade City

Pasco-Hernando Community College opened for students in the fall of 1972 and established a Law Enforcement Program at that time. The

Law Enforcement program is directed toward in-service agency personnel, and offers an Associate in Science degree in Law Enforcement. With current program enrollment of 15 students, 73 percent participate on a part-time basis and slightly more than one-half are currently in-service to predominately law enforcement agencies. Instructional staffing of the program at the present is handled by one part-time faculty member. Future program development is contingent upon student and agency educational requirements as well as increased student participation in the new program.

20. PENSACOLA JUNIOR COLLEGE - Pensacola

Opened to students in September 1948, Pensacola Junior College serves Escambia and Santa Rosa Counties, and has more than 7000 full-time students. The Law Enforcement Department initiated its course of study in the fall of 1966 with a program leading to an Associate in Science degree in Law Enforcement. The program graduated a single student for the 1969-70 academic year, three program participants during the 1970-71 year, 15 graduates during the past 1971-72 school year, and projects 16 graduates for the 1972-73 term. With approximately 60 percent of its students attending on a part-time basis and currently in-service to Criminal Justice agencies, the Law Enforcement Department has more than 350 students enrolled in its program. Instructional staffing of the program is composed of three full-time and 19 part-time faculty members. Future program development will continue to offer career-oriented course work designed to be of immediate use to the in-service student, and at the same time close cooperation with the University of West Florida and other senior institutions will be maintained to afford program students the opportunity of successful transfer to a senior institution.

21. POLK COMMUNITY COLLEGE - Winter Haven

Established in 1964 by the Florida Legislature to serve the advanced education needs of the county community, Polk Community College now serves more than 2500 full-time students on its Winter Haven Campus. The Police Science program, administratively housed in the Technical Division, was initiated in 1969 and offers course-work leading to the Associate of Science degree in Police Science. The program produced its first two graduates during the 1970-71 academic year, following with 12 graduates for the 1971-72 year, and projecting 25 program graduates for the 1972-73 term. There are currently more than 125 students enrolled in the program with approximately 80 percent attending on a part-time basis and 60 percent of program participants in-service to criminal justice agencies. Program staffing for the 1972-73 school year is composed of two doctorate (JD) faculty members on a full-time basis. Future program development will reflect changing community needs and up-dating and revising curriculum to meet the changing demands currently affecting law enforcement.

22. ST. JOHNS RIVER JUNIOR COLLEGE - Palatka

Established in 1958 to serve Putnam, St. Johns and Clay Counties, St. Johns River Junior College currently serves over 900 full-time students. The Law Enforcement Technology Program, begun in 1969, has three sequences of studies leading to either the Associate in Arts degree for transfer to a senior institution, the Associate in Science degree preparatory for employment in the law enforcement field, and the 30 trimester-hour Law Enforcement Certificate Program. With current program enrollment exceeding 75, approximately 60 percent of program participants are enrolled on a part-time basis and 40 percent are currently in-service to criminal justice agencies. The current 1972-73 school term should yield some 21 graduates of the Law Enforcement Technology Program. Instructional staffing of the Law Enforcement program consists of one baccalaureate and one doctorate faculty member participating on a full-time basis and one part-time instructor. Future program development needs are contingent upon in-service and pre-service student needs, and the developing manpower requirements for criminal justice agencies themselves.

23. ST. PETERSBURG JUNIOR COLLEGE - St. Petersburg

Founded in 1927 as a private non-profit institution and changing to a public junior college serving Pinellas County in 1948, St. Petersburg Junior College currently serves over 6000 full-time students. The Police Administration Department, begun in 1960, currently offers two sequences leading to an Associate in Arts degree for transfer to a baccalaureate degree program in a law enforcement related area at a senior institution and an Associate in Science degree in Police Administration. The program graduated 22 students during the 1969-70 academic year, 31 during the 1970-71, 26 during 1971-72, and projects the 1972-73 term to yield 30 graduates. With current program enrollment exceeding 325 students, approximately 60 percent of program participants are currently in-service to predominately law enforcement agencies. Instructional personnel staffing the department include one baccalaureate and two masters level full-time faculty members and five part-time instructional personnel. Future program development may include a shift toward the total criminal justice system approach.

24. SANTA FE JUNIOR COLLEGE - Gainesville

Established by the Florida Legislature in 1965, Santa Fe Junior College currently serves over 9000 members of the Alachua and Bradford County communities. Administratively housed in the Division of Social Science, the Criminal Justice program, initiated in 1969, offers a sequence leading to an Associate in Arts degree in Criminal Justice. The program graduated 30 students during the 1971-72 academic year and projects some 28 graduates for the 1972-73 term. With current program enrollment of more than 250, some 80 percent of program participants attend on a part-time basis; approximately one-half of the program participants are currently in-service to Criminal Justice agencies. Staffing of the Criminal Justice program is composed of two full-time and six part-time faculty personnel. Future program development projects the implementation of an Associate in Science sequence, and the Criminal Justice program may expand to become the Public Service Division including Law Enforcement, Corrections, Fire Science, Industrial Security and Para-legal programs.

25. SEMINOLE JUNIOR COLLEGE - Sanford

Serving Seminole County and more than 3000 full-time students, Seminole Junior College was established by the Legislature in 1965. Beginning in January 1969, the Criminal Justice program includes a two year curriculum leading to an Associate in Science degree in Criminal Justice Technology. The program produced its first four graduates during the 1970-71 academic year, followed with 10 graduates during the 1971-72 period, and currently projects some 50 graduates for the 1972-73 term. With current program enrollment in excess of 200 students, approximately 45 percent of the participants are currently in-service to criminal justice agencies. Staffing of the Criminal Justice program is composed of one baccalaureate and one doctoral faculty member employed on a full-time basis as well as a large number of part-time instructional personnel drawn from community based criminal justice agencies. Future program development may find increased emphasis on the total scope of criminal justice, particularly in the areas of court administration and corrections.

26. SOUTH FLORIDA JUNIOR COLLEGE - Avon Park

Beginning operations in August of 1966, South Florida Junior College now serves more than 500 citizens of DeSoto, Hardee and Highland counties. Administratively housed in the Division of Vocational, Technical and Adult Education, the Criminal Justice program was initiated in 1970 and leads to an Associate in Science degree in Criminal Justice and a 30 hour Certificate in Criminal Justice program. The program had no graduates for the 1971-72 academic year, however, the 1972-73 term is expected to yield some 10 program graduates. There are currently more than 85 students enrolled in the program with approximately 85 percent of the participants enrolled on a part-time basis, while in-service to criminal justice agencies in the community. Staffing of the Criminal Justice program at South Florida is composed of 4 part-time faculty members. Future program development will include the staffing of at least one full-time faculty member. In addition, current revision of courses may reduce the required criminal justice sequence to allow students more time to take general education courses preparatory to transfer to a senior institution.

27. TALLAHASSEE COMMUNITY COLLEGE - Tallahassee

Established in 1965 by the Florida Legislature, Tallahassee Community College currently serves Franklin, Gadsden, Leon, Liberty, and Wakulla Counties and more than 3000 students. The Department of Criminal Justice was initiated in September 1967 and currently offers two sequences leading to an Associate in Arts preparatory to transfer into a four year criminal justice degree program at a senior institution, an Associate in Applied Science degree program, and 30-hour certificate programs in either Law Enforcement or Corrections. The program graduated 37 students during the 1969-70 academic year, 46 during the period 1970-71, 20 program participants during the 1971-72 year, and currently projects some 50 graduates for the 1972-73 term. There are currently more than 300 students enrolled in these programs with approximately 20 percent of these participants enrolled on a part-time basis while in-service to criminal justice agencies. Staffing of the Criminal Justice Department at Tallahassee is composed of two masters and one baccalaureate degree faculty members employed on a full-time basis and two part-time instructional personnel. Future program development may encompass divisional structuring within the institution whereby the criminal justice approach may be initiated.

28. VALENCIA COMMUNITY COLLEGE - Orlando

Organized in February 1967 and accepting its first students the following autumn, Valencia Community College currently serves Orange and Osceola counties and more than 5200 full-time students. Established in 1967, the Law Enforcement Program currently offers a course of study leading to an Associate in Science degree in Law Enforcement or a Certificate in Law Enforcement. In addition, a university parallel Pre-criminology sequence is offered leading to an Associate in Arts degree and subsequent transfer to a senior institution. The program graduated 12 students during the 1969-70 academic year, 24 during the 1970-71, 76 participants during 1971-72, and projects the 1972-73 term to yield some 40 graduates. With a current program enrollment of more than 400, approximately 85 percent of the participants are currently attending on a part-time basis while in-service to criminal justice agencies. Faculty staffing of the Law Enforcement Program includes two full-time and three part-time instructional personnel. Future program development is in the direction of a Criminal Justice Institute concept with associate degree programs in law enforcement and prevention and corrections. The prevention and corrections programs will begin in September 1973.

Private Colleges and Universities

Of the twenty-one private colleges and universities in Florida acknowledged by the Southern Association of Colleges and Universities, five offer programs in the field of criminal justice. Three schools, Biscayne College, Florida Memorial College and Rollins College, have established criminal justice programs. The other two schools, Saint Leo College and the University of Tampa, provide concentrations in criminology as part of their sociology programs. In addition, two law schools, Stetson University Law School and the University of Miami Law School, provide private legal education opportunities to more than 4000 students. It can be realistically anticipated that a significant number of these law students will become legal practitioners within the State taking an active part of the overall criminal justice process.

Biscayne College's Division of Criminal Justice offers course work leading to the Bachelor of Arts in Public Administration/Criminal Justice. At Florida Memorial College, the Department of Criminal Justice is housed in the Division of Social Science, its Area Study-Urban Services curriculum providing areas of specialization in public recreation, social welfare and criminal justice leading to the Bachelor of Science degree. Rollins College, through its Central Florida School for Continuing Studies, offers programs leading to both the Bachelor of General Studies with a criminal justice concentration and a newly developed graduate program.

Both Saint Leo College and the University of Tampa offer a concentration in criminology as one of the alternative tracks for the sociology major. These programs approach criminology as an applied form of sociology. The thrust of the programs is directed to provide a liberal arts approach to the criminal justice process. Saint Leo's program leads to the Bachelor of Arts degree while Tampa's program may lead to either the Bachelor of Science or the Bachelor of Arts degree.

Being private institutions, these schools are not included in the assignment of the State's criminal justice manpower. However, most of these programs significantly supplement the criminal justice educational opportunities available to local in-service personnel. Location of these institutions in populous areas reinforces their value. Figure 39 illustrates the number of in-service personnel enrolled in each school's criminal justice program and the proportionate distribution of the enrolled criminal justice personnel to each of the three subsystems. The chronological growth of the private schools' criminal justice related programs is illustrated in Figure 40. Program enrollment and graduation figures are listed in Figure 41. Following this table are brief profiles of each private institution offering criminal justice programs.

INSTITUTION	INSERVICE ENROLLMENT	PERCENT DISTRIBUTION OF INSERVICE ENROLLMENT BY SUBSYSTEM[1]		
		Police	Courts	Habilitation
Biscayne College	155	77.6	2.6	19.9
Florida Memorial College	10	33.3	-	66.7
Rollins College	175	94.3	2.9	2.9
Saint Leo College	15	100.0	-	-
University of Tampa	199	98.0	2.0	-
Total of All	554	89.3	2.4	8.3

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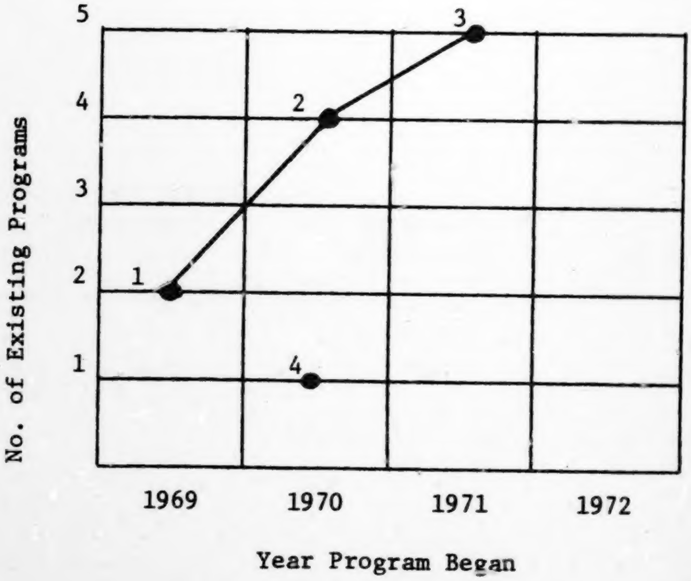
[1] Determined by examination of Law Enforcement Education Program (LEEP) funding application as submitted by each school (72-73).

Private Colleges and Universities
Inservice Enrollment
Figure 39.

THE GROWTH OF CRIMINAL JUSTICE RELATED PROGRAMS IN FLORIDA'S PRIVATE COLLEGES & UNIVERSITIES



[1]Florida Memorial College - Bachelor degree program
St. Leo College - Bachelor degree program

[2]University of Tampa - Bachelor degree program
Rollins College - Bachelor degree program

[3]Biscayne College - Bachelor degree program

[4]Rollins College - Master's degree program

The University of Miami School of Law was established in 1909, and the Stetson School of Law in 1900.

Figure 40.

ENROLLMENT AND GRADUATE DATA FOR FLORIDA'S PRIVATE UNIVERSITIES' CRIMINAL JUSTICE PROGRAMS
1970-1972

INSTITUTION	ENROLLMENT AREA			GRADUATE DATA		
	1970-1971	1971-1972	1972-1973	1970-1971	1971-1972	1972-1973
Biscayne College	-	126	200	-	NR	12
Florida Memorial College	-	25	40	-	4	10
Rollins College						
Bachelors Degree	20	70	175	NR	NR	25
Masters Degree	-	4	6	NR	NR	2
St. Leo College	NR	12	40	NR	NR	3
Stetson Law School	NR	3033	3026	80	100	125
University of Miami Law School	NR	996	1036	180	200	225
University of Tampa	75	100	226	-	16	30

NR=non-response to survey questionnaire item.

Figure 41.

BISCAYNE COLLEGE - Miami

Biscayne College began in 1961 when the Augustinian Fathers of Villanova, Pennsylvania, accepted the invitation of the Archbishop of Miami to establish a catholic college for men in the Miami diocese. Accepting its first students in the fall of 1962, the college is a private, liberal arts institution administered by the Order of St. Augustine and accredited by the Southern Association of Colleges and Schools. Biscayne College currently offers courses of instruction leading to the Bachelor of Arts degree through the Divisions of Humanities, Business Administration, Public Administration and Criminal Justice, Science, Social Science and Economics, and Sports Administration.

The program in Criminal Justice was begun in the Fall of 1971 and has rapidly moved to Division status within the college. The objective of the Criminal Justice Division is to offer educational opportunities to students who will be qualified to enter the area of criminal justice upon graduation, to expand the knowledge of those already engaged in the field of criminal justice, or to continue a graduate program of study in the field. Leading to the Bachelor of Arts in Public Administration/Criminal Justice, the concentration area includes 30 semester hours in the major field and a 15 hour minor field, e.g., Business, Political Science, Social Studies, etc. In addition, special recognition of new program students at the junior level transferring from public junior colleges (especially Miami-Dade and Broward) has been made to insure these students' integration into the Biscayne program.

There are currently 152 students enrolled in the Public Administration/Criminal Justice program. Of this total participant enrollment, 55 percent are attending on a less than full-time basis and 83 percent are currently in-service to criminal justice agencies. Staffing of the program includes two full-time faculty, one holding a Masters in Corrections, the other a law doctorate, and, based on a semester average, two part-time instructional personnel.

Future program development will include the implementation of certificate programs consisting of eleven upper division courses in criminal justice and related areas. These programs will be aimed at meeting practitioner needs and will be most beneficial to students who received a terminal degree (AS) at the junior college level. Additional program development will be influenced by student and continuing education needs, especially cooperative efforts in coordination with other schools' criminal justice efforts.

FLORIDA MEMORIAL COLLEGE - Miami

Historically established by the American Baptist Home Mission Society as the Florida Baptist Institute for Negroes in 1879, Florida Memorial College is currently a four-year, co-educational, Baptist-related institution accredited by the Southern Association of Colleges and Schools. Florida Memorial College today offers courses of instruction leading to the baccalaureate degree through the Divisions of Education, Humanities, Natural Sciences, and Social Sciences. Within the Division of Social Sciences, the Area Study-Urban Services curriculum is designed to equip students to some leadership role in the urban structure of social actions; government, and public agencies, and in private enterprises with the areas of specialization in social welfare, criminal justice, and public recreation.

The Department of Criminal Justice is administratively housed within the Division of Social Sciences and provides a generalist approach leading to a Bachelor of Science degree in criminal justice. With the majority of program participants predominately black and pre-service, with career aspirations in corrections and prevention, the program is scoped to produce graduates with a basic understanding of all aspects and subsystems of the criminal justice system based on a sound social science foundation. The program in criminal justice is broadly based, comprised of a criminal justice core of ten courses, 12 credits in social work sociology, and 12 open elective credits, in addition to the basic general education requirements of the college.

There are currently 40 students enrolled in the criminal justice program with all participants attending on a full-time basis and 95 percent pre-service to the criminal justice field. Instructional staffing of the criminal justice program consists of one masters and one doctorate faculty member employed on a full-time basis.

Future program development is contingent upon an increase in program participants, especially current in-service personnel. In addition, standard criminal justice course offering will allow students the opportunity to specialize in such areas as group counseling or therapy, and may include a criminal justice practicum or paid internship experience.

ROLLINS COLLEGE - Winter Park

Founded in 1885, Rollins College is a private, independent liberal arts college with an undergraduate enrollment exceeding 1200. In response to the needs of the fast-growing Central Florida area, the College provides undergraduate degree programs through its Central Florida School for Continuing Studies (CFSCS) and other undergraduate and graduate programs.

The Criminal Justice program was initiated in the Fall of 1970 with the program expanding to include graduate opportunities for master's level students the following year. The program is housed in the CFSCS which provides class meetings primarily in the late afternoon and evening hours, allowing greater in-service participation. The program leads to the Bachelor of General Studies with a Criminal Justice concentration including 30 hours of criminal justice courses, of which six hours may be in research or internship.

The program had 70 undergraduate and 4 graduate participants for the 1971-72 academic year. For the 1972-73 term, the school anticipates 175 undergraduate enrollments and 6 graduate students with 25 baccalaureate and 2 graduate degrees awarded. The majority of the program participants are community college transfers attending part-time while in-service to criminal justice agencies. Faculty staffing of the criminal justice program includes one full-time and seven part-time instructional personnel.

SAINT LEO COLLEGE

Tracing its history to legislative grant in 1889 giving the Order of Saint Benedict of Florida sanction for conferring degrees, Saint Leo College is currently a Catholic, co-educational, liberal arts institution. Functioning as a military academy and preparatory school through its first half-century, with the addition of a junior college curriculum in 1956 Saint Leo College was established. The four-year program was introduced in the fall of 1963 and full accreditation was granted by the Southern Association of Colleges and Schools in November 1967. Saint Leo currently offers sequences leading to the Bachelor of Arts degree through the Division of Philosophy and Theology, Language and Literature, Fine Arts, Natural Science and Mathematics, Social Science, and Business Administration, plus the Institute for Creative teaching.

The sociological concentration in Criminology was offered for the first time in the fall of 1972. This concentration sequence provides for 57 hours of directly related course work, including 24 hours of sociology and six hours of PSE-230. Police Science-230 is a Department of Continuing Education course designed to meet Florida Police Standards basic recruit training requirements and is offered to students participating in the regular criminology concentration sequence and local citizens requiring this type of continuing education opportunities.

There are approximately 60 students currently enrolled in the criminology program. Of this total, 30 percent are attending part-time and 60 percent are pre-service. Staffing of the program is dependent upon part-time utilization of 4 faculty members of the sociology department.

STETSON UNIVERSITY LAW SCHOOL - St. Petersburg

The Stetson University Law School was established in 1900. The School offers a three year sequence toward the Juris Doctor degree. During the 1971-72 academic year, the school had an enrollment of 3033 and graduated 100 students. For the 1972-73 term 3026 students were program participants with an anticipated graduation total of 125. Predicated on successful completion of the Florida Bar Examination, many of these graduated lawyers will become active participants in the criminal justice process as assistant state's attorneys, assistant public defenders and private counselors practicing in the State courts.

UNIVERSITY OF MIAMI SCHOOL OF LAW

The University of Miami School of Law was established in 1928. The school offers a three year sequence toward the Juris Doctor degree. During the 1971-72 academic year, the school had an enrollment of 996 and graduated 200 students. For the 1972-73 term 1036 students were program participants with an anticipated graduation total of 225. Predicated on successful completion of the Florida Bar Examination, many of these graduated lawyers will become active participants in the criminal justice process as assistant state's attorneys, assistant public defenders and private counselors practicing in the State courts.

UNIVERSITY OF TAMPA

Founded in 1931 by public spirited citizens wishing to accomodate local students unable to attend college away from home, the University of Tampa was subsequently transformed from a community to a residential institution in 1960. Today, more than 2200 full-time students represent 50 states and a number of foreign countries. The University is co-educational offering the bachelors degree in 23 fields, and is fully accredited by the Southern Association of Colleges and Schools.

The course of study leading to a criminology major is one of the four alternative sequences to a major within the Sociology Department, Division of Social Sciences. Criminology majors complete a minimum 54 semester hour sequence leading to the Bachelor of Science degree. The Bachelor of Arts degree with a criminology major is also available provided the student meets the university-wide requirements for this degree including 12 semester hours of a foreign language. Actual course work for the criminology major requires 30 hours of sociology, including courses in criminology, penology, urban sociology, minority groups, juvenile delinquency, and drug and alcohol addiction. The remaining 24 semester hours require 6 hours of police administration courses and 18 hours of accounting, business, and economics. The conceptional approach to this major program views criminology as an applied form of sociology and aims to offer a basically liberal arts approach to the total area of criminal justice.

There are currently in excess of 225 students enrolled in the criminology program. Of these, approximately 60 percent are pre-service to the area of criminal justice, and approximately 40 percent attend on a part-time basis, while employed in the community by predominately criminal justice agencies. Faculty staffing of the Criminology Major Program within the Sociology Department includes two doctorate and one masters instructional personnel employed on a full-time basis and 4 part-time faculty members. This instructional staffing does not include the required courses in economics, accounting, business or police administration.

Future program development may include service programs for graduates to meet continuing education needs. This programming could be used in cooperation with a graduate school program that may develop; otherwise the undergraduate program will be modified to keep in step with requirements in the field of law enforcement.

In addition to the above degree program, the University of Tampa participates in the Tampa Police program. During the regular school year a number of college credit courses are offered for law enforcement employees of the Tampa Bay area interested in obtaining a college degree. The University of Tampa cooperates with St. Petersburg Junior College and Hillsborough Community College in offering a program in police administration leading to the Associate of Arts degree conferred by St. Petersburg Junior College or Hillsborough Community College.

CURRENT CRIMINAL JUSTICE EDUCATION PROGRAM'S INSERVICE PARTICIPATION

Based on projected Law Enforcement Education Program (LEEP) in-service recipients for the 1972-73 academic year as indicated by the individual school's LEEP applications, 5639 in-service personnel are currently continuing their formal criminal justice education through opportunities provided by Florida's universities, community colleges, and private institutions. These in-service students comprise 27.1 percent of the State's total criminal justice manpower pool. Figure 42 presents a summary of the distribution of criminal justice manpower by subsystem as compared to total system in-service enrollment. The proportionate subsystem distribution of these personnel for the State, as well as in-service distributions stratified by the State University System schools, community colleges, and private institutions, is illustrated in Figure 43.

In comparing these distributions to the proportionate spread of criminal justice manpower by each subsystem, the following relationships are found. As indicated, 77.4 percent of in-service students represent the subsystem of police services while this subsystem comprises 63.5 percent of the State's total criminal justice manpower. Only 2.6 percent of in-service enrollments are from the area of adjudication while this subsystem represents a total of 18.2 percent of Florida's criminal justice personnel. Habilitation personnel represent 18.3 percent of the State's criminal justice manpower and comprise approximately 20 percent of in-service enrollment.

CRIMINAL JUSTICE MANPOWER				
Police	Courts*	Habilitation	Total	Inservice Enrollment/ (% Total Manpower)
13192	3786	3797	20775	5639 (27.1%)

*Court manpower is given as Full Time Equivalent (FTE) personnel; see page 27.

State Summary
Criminal Justice Manpower and Inservice Enrollment
Figure 42

Figure 43
*Distribution of Inservice Students by Subsystem**
Total LEEP Funding Enrollment: 5639

	Criminal Justice Subsystem		
LEEP Funded Schools (#)	Police	Adjud.	Habil.
State University System (7)	55.0	7.0	38.0
Community Colleges (26)	79.0	2.0	19.0
Private Colleges and Universities (5)	89.3	8.3	2.4
All Colleges and Universities (38)	77.4	2.6	20.0

*Based on distribution of LEEP recipients as reported by individual schools on application for LEEP funding FY-72.

Thus, from a quantitative perspective, it appears that while habilitation personnel are appropriately represented as in-service education recipients in proportion to their subsystem's population with the criminal justice process, police services and adjudication personnel are not so represented. In the case of police services, in-service enrollments are significantly greater than the police subsystem's proportionate manpower while in the adjudication subsystem the converse occurs. However, a number of factors may account for this disparity. The greater participation by police services personnel may be explained by examining two major factors: (1) education level requirements for individual subsystem entry and (2) the individual school's criminal justice education program's applicability to each subsystem. These factors also explain the apparent "lack" of in-service participation by practitioners of the adjudication subsystem.

As subsequently discussed in Part IV, the educational requirements for the three subsystems vary greatly. The educational requirements for entry into the police services subsystem is established by the local police agency, usually a high school diploma or equivalent. In the adjudication system, standardization of educational requirements has only been set for the judiciary by statute in Article V. The educational requirements for professional and para-professional judicial staff personnel have been neither established nor standardized at this time. Such educational criteria will require functional job analyses of these staff positions as they operate under the State's newly implemented two-tier trial court structure. In the subsystem of habilitation, however, educational requirements for positions are clearly defined statewide. With the exception of institution personnel primarily concerned with custodial responsibilities, they generally require education beyond completion of high school.

Thus, the overall educational attainment level of police services personnel is nearly 12 years (equivalent of high school diploma or GED). The educational attainment of judicial staff personnel is undetermined under the new state courts system. However, based on the local selection criteria for courts personnel prior to Article V's restructuring, it may be assumed that these personnel, excluding court administrators of large jurisdictions, were required to have educational attainment criteria comparable to police services (i.e., completion of high school or the equivalent). The subsystem of habilitation has statewide educational attainment criteria for entry personnel.

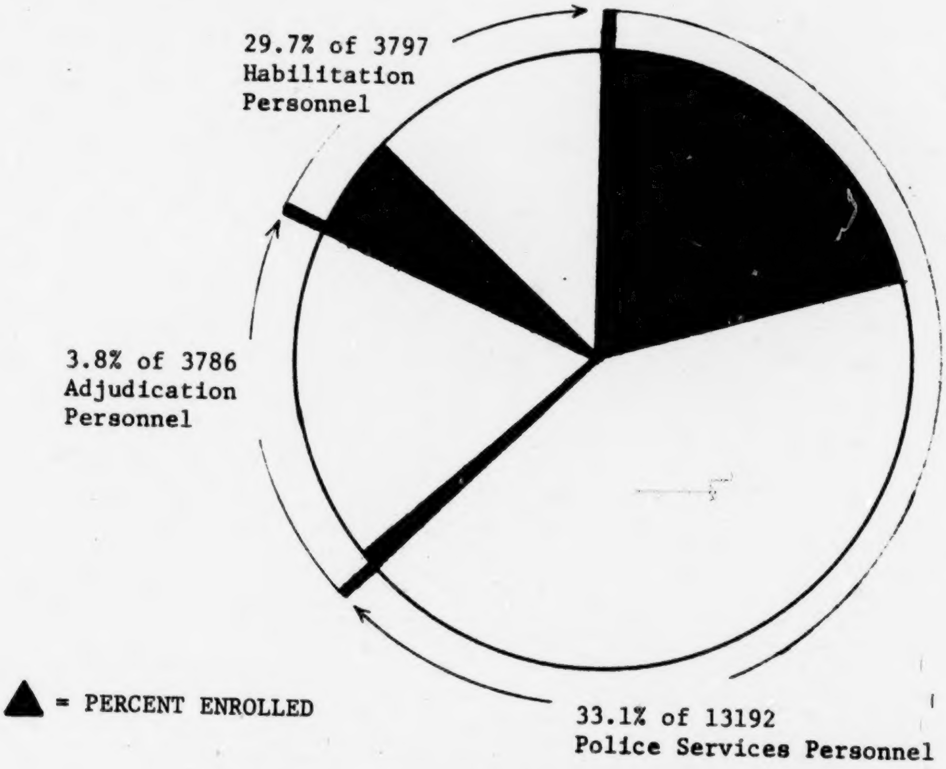
The other major factors influencing the degree of in-service participation in continuing higher education programs involve the program's applicability to each subsystem. The impetus for the establishment and orientation of many of the State's criminal justice education programs was the establishment of the Law Enforcement Assistance Administration (LEAA) and its Law Enforcement Education Program. For example, of the 27 community college programs only 12 were implemented prior to the availability of LEEP funds in 1968. Further, only two of the seven state university system programs predate 1968 (see Figures 33 and 38). The initial thrust of LEAA funding and support was toward the subsystem of police services. Consequently, the vast majority of programs established throughout the State were police science or law enforcement oriented. While many programs have been subsequently retitled "criminal justice programs," they remain basically a police program directed toward in-service students of the police services subsystem.

Figure 44 illustrates the percent of each subsystem's manpower enrollment in state universities, community colleges, and private schools. This in-service participants percentage is further stratified by the distribution of these in-service personnel to either state university, community college or private school programs. A proportionate representation of in-service enrollment for each subsystem is provided in Figure 45. For example, in the area of police services, of 13,192 sworn personnel, 33.1 percent are currently enrolled in continuing criminal justice education programs. Data accuracy is limited when utilizing Law Enforcement Education Program recipients as encompassing of all in-service personnel participating in continuing education. The possibility remains for in-service personnel to be taking advantage of higher education opportunities while not receiving federal subsidies (i.e., LEEP funds).

Figure 44
*Percent Subsystem Enrollment of LEEP Recipients**

LEEP Funded Schools (#)	Criminal Justice Subsystem		
	Police	Adjud.	Habil.
State University System (7)	2.6	1.1	6.2
Community Colleges (26)	26.7	2.4	22.3
Private Colleges and Universities (5)	2.8	.2	1.2
All Colleges and Universities (38)	33.1	3.8	29.7

*Estimated LEEP recipients as reported by individual schools on application for LEEP funding FY-72.



Distribution of Inservice Enrollments by Subsystem
Based on 1972-73 LEEP Recipients
Figure 45

PART IV

EDUCATION AND WORKLOAD STANDARDS AND GOALS FOR CRIMINAL JUSTICE PERSONNEL IN FLORIDA

Some issues pertaining to service delivery, personnel and administration, staff development, education and training immediately arise when an institution, agency, bureau or division attempts to formulate a functional career lattice. The first issue encountered concerns whether or not the organizational unit goals are clearly defined and whether or not the unit perceives itself as a subsystem contributing to the specific goal of a larger, unified system (in this instance the criminal justice system). Avoiding a discussion of the "systems approach" is impossible if the agency seeks to devise career ladders/lattices capable of serving as effective guides for career satisfaciton, career mobility, career training, and effective consumer-oriented services.

Between the initial step of stating the agency's overall purpose, and the final step of organizing jobs into career lattices, four intervening conceptual steps are necessary: (1) setting specific objectives (2) identifying subsystems (3) defining tasks, and (4) organizing these tasks into jobs. This sequence make salient a second major problem concerning any discussion of career ladders/lattices, that being the absence of explicit terminology to precisely identify and define how workers accomplish the performing objectives of an agency. Functional job analysis attempts to provide this terminology and its basis for understanding. Therefore, before a career ladder/lattice can be designed, it is necessary to describe what workers are expected to do at each rung of the ladder and what skills they need as well as how to evaluate and compensate them at each higher level.

Not until the agency's purpose as been unequivocably stated and a functional job analysis has been completed is it possible to organize jobs into a truly meaningful career ladder/lattice. Much attention has been given the career ladder concept since the earliest days of the federally funded New Careers Programs. Subsequently, most planning efforts in criminal justice manpower as in Florida have led to career development for the purpose of institutionalizing career ladders/lattices. This concept stresses expanding opportunities first, for workers to enter the system, then, for in-service personnel by providing the opportunity for upward ladder/lattice mobility as individuals continue to gain education, training, and increased job skills. Two of Florida's criminal justice subsystems, police services and habilitation, currently utilize some form of career ladder concepts in their administrative hierarchies.

While numerous models of career ladder/lattices have been constructed for various services, no set formal formula for ladder/lattice design exists. However, there is growing appreciation of the concept that a career lattice provides an added dimension to the implication of vertical movement of the career ladder. Lattice implies worker mobility in both a horizontal and vertical direction. The horizontal direction is important to the criminal justice process because it includes expanding opportunities for workers across agency programs as well as between agencies themselves.

While designated career lattices are presented in the discussion portions of both the police services and habilitation chapters, the illustrated lattices can serve only as an outline for a hierarchy model until the aformentioned steps necessary for their implementation are completed by the individual agencies. In the case of police services, with the exception of state agencies, prerogative now rests upon local administration and policy. However, in the area of habilitative services, the presented models have been developed in close cooperation and coordination with the Division of Corrections, the Division of Youth Services and the Parole and Probation Commission. The models are viewed by each respective agency as ready for operational utilization.

The career lattice notion considers the need for expanded employment opportunities for all levels of criminal justice personnel from the high school education level through the graduate education level. Consequently, each of the following carrer lattices in the sections dealing with police services and habilitation will indicate the higher levels of responsibility which a worker may enter as he achieves successively higher levels of academic preparation. However, the emphasis is retained on skills as well as attainment of academic credentials. The career lattices provide for promotion of workers not gaining additional college work, but who acquire the necessary skills to perform the tasks required at the next higher level job classification.

The career lattice format used in this section is similar to the career ladders for habilitative agencies indicated in Part II excepting, the addition of in-service advancement and lateral entry criteria flowing up the hierarchy. The educational attainment requisites for lateral entry at any given level increase upwards along the right side of the lattice. The left side indicates in-service advancement combining on-the-job experience and skills gained through functioning at one level (which may serve as preparation for the next level). However, distinction is made in the combinations of educational attainment and in-service experience necessary for upward mobility. At each increasing level, the degree of educational attainment determines the recommended duration of time-in-job experience required for the next advancement. For example, the recommended immediate in-service advancement criteria for police service personnel necessary for upward movement (i.e., advancement or promotion) from entry level to supervisory level is the attainment of the baccalaureate degree plus two years experience or the attainment of the associate degree plus four years experience. Positions higher on the career lattice reflect even greater emphasis on the combination of in-service skills and educational attainment.

These career lattices point up the necessity for carefully planned and purposefully executed in-service education and training programs for the agency. They also suggest that work-study programs, stipends and other continuing educational programs be devised, if the desired career mobility is to be realized.

Chapter 6: Criminal Justice as a Field of Study

In recent years increasing amounts of federal and state resources have been allocated to the development of collegiate programs related to the study of crime and societal response to it. With public attention focused on crime, a new field of study has emerged on many university campuses. Comprehensive and interdisciplinary in nature, Criminal Justice has most frequently found an academic home in colleges or divisions of the social and behavioral sciences.

Criminal Justice is concerned with all aspects of crime as a social problem including the description of its nature and causes, exploration of the varied mechanisms of societal response, and the appraisal of organizational and operations response. Higher education programs are presently striving to prepare students not only to administer the system as it currently exists, but also to evaluate, analyze, and effect change to accelerate the shaping of rational and socially responsive criminal justice processes. Graduate level programs endeavor to prepare planners and other research personnel, college and university teachers, and professional policy makers.[2]

Higher education programs related to the field of criminal justice, especially the component of police services, are not a totally new phenomenon in the United States. In 1929, University of Southern California began offering degree programs in public administration with a special emphasis in law enforcement. Michigan State University has offered a Bachelor of Science degree in Police Administration since 1935. However, few new programs related directly to the criminal justice field were initiated from 1935 to 1960 with the notable exception of Florida State University's Department of Criminology. During the last decade, especially subsequent to the 1967 publication of the President's Commission on Law Enforcement and the Administration of Justice reports, proliferation of such programs has been dramatic and all indications suggest that such growth will continue unabated nationwide for the foreseeable future.

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[2] Richard A. Myren, Education in Criminal Justice, Coordinating Council for Higher Education, 1970, Report 70-5, p.1.

During the decade of the sixties, ever-rising crime rates together with nonviolent disobedience followed by violent demonstrations focused the attention of the United States on its criminal justice system. Four structures, including three Presidential Commission studies conducted nationwide investigations into various aspects of the operation of the criminal justice system.[3] All studies, indicated the need to upgrade criminal justice manpower as acute--both quantitatively and qualitatively. The rapid growth of programs in higher education during the past few years provides clear evidence that educational resources have responded to criminal justice's needs. However, problems and disagreements do exist concerning the nature of the most appropriate and meaningful response. Perhaps the most serious problem is the ostensible absence of clearly defined goals for educational programs.

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[3] Ibid., p. 9. The studies referred to are: The President's Commission on Law Enforcement and the Administration of Justice; the National Advisory Commission on Civil Disorders; the National Commission on the Causes and Prevention of Violence; and the Joint Commission on Correctional Manpower and Training.

Recent literature has increasingly questioned the existence of a defined body of knowledge which can be organized into a curriculum for criminal justice personnel. This problem reflects the fact that the desired end product has never been specified. The result is the existence of equally vague educational goals. Curriculum development in the criminal justice field has proceeded almost entirely without benefit of task analysis (i.e., studies of what individuals in various work situations in the system actually do), therefore, all discussion reflects non-empirical and individual value judgements. Until educators are more certain of exactly what they are preparing individuals to do, the task of curriculum development will remain ambiguous. This situation is complicated by the necessity to resolve existing differences of opinion as to whether higher education should focus on simply improving current performance or concentrate on changing that being performed.[4] This issue should be one of emphasis rather than of alternatives, since in a field which only recently began to establish its educational foundation, exclusion of an option could be limiting to the field.

Despite the difficulty in identifying a specific body of knowledge for crime-related programs in higher education, there is increasing agreement that programs should be broadly related to the criminal justice system rather than being strictly agency oriented as has been the predominate approach in newly emergent programs. Also, general acceptance has been gained for placing such programs among the social and behavioral sciences. Richard Myren, Dean of the School of Criminal Justice, State University of New York at Albany, pointed out that two conclusions of great importance to those concerned with the education of criminal justice system careerists seem to emerge from the aforementioned national studies: that agency components of the criminal justice system can no longer be allowed to operate in isolation from one another with little or no concern for the impact of the operations of one agency on those of others in the same system; and that the understanding of human beings and the society in which they live, with particular emphasis on the origins and significance of deviant behavior, is of fundamental importance to all criminal justice careerists.[5]

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[4] Charles W. Tenney, Jr., Higher Education Programs in Law Enforcement and Criminal Justice, U.S. Department of Justice, Law Enforcement Assistance Administration, June 1971, pp. 3-5.

Myren observed that the accelerated rate of social and technological change in society has generally made clear to higher education the futility of emphasizing the facts and skills of today as compared to the importance instead of equipping young persons with the understanding necessary to adapt to change and the modes thought necessary to solve new kinds of problems.[6]

In an earlier effort to confront the issue of defining the boundaries of the criminal justice field in higher education, Myren insisted that for these programs to make their proper contribution, they must be enthusiastically undertaken, well supported, broadly conceived and conform to traditional standards of excellence. The central focus of the

[5] Myren, Education in Criminal Justice, p.9.

[6] Ibid.

curriculum must be on the criminal justice system as an entity.

Only such a focus can explore not only the demands of individual agencies in the system, but also the all important interrelationship among those units as well as the impact of the operations of each unit on the others. The traditional "squaring off" of judges and correctional workers against police and prosecutors can no longer be tolerated. Myren continues by noting that to accomplish this end, education for a career in any element of the criminal justice system must include not only a grounding in the arts and sciences, but also a broad professional grounding in the nature of the criminal justice system as an entity. On such a base, specialization for career opportunities in one component of the system can be the key to an imaginatively developed future. Without such a base, the specialized education operated only as a shackle to the past.[7]

This view favoring broad guidelines for curricular concept is shared by other leaders in the field. William S. Mathias of Georgia State University recently wrote: "It is not necessary that the various parts of the criminal justice system know the operational techniques of the others, but it is imperative that they have some understanding, and hopefully resultant appreciation, of the philosophy and contribution of each segment toward the operation of the criminal justice system."[8]

[7] Richard A. Myren, "Academia and the Criminal Justice System: Development of a Role." Police Chief (August 1966) 33/8, p. 22.

[8] William S. Mathias, "A Criminal Justice Curriculum for an Urban Society." Police Chief (August 1969) 36/8, p. 16.

Edward Morgan further observed that: "Criminal justice incorporates the whole of social problems. It involves itself in the study of such diverse areas as family stability and psychological disorder. It considers the roots of the problem and methods of reduction, and its perception of the system is as one, united in a common effort. . ."[9]

The emphasis on the study of criminal justice as an entity does not preclude the appropriate development of curriculum in one or more specific areas of the system. As Morgan correctly observed, the study of a part of the system is necessary, but when this study is placed within the context of the whole, a better understanding results. By developing broad understanding, the student is better able to resolve specifics.[10]

As programs directed specifically toward the study of crime and the criminal justice system have experienced a "major boom" in the academic community in recent years, a controversy has emerged regarding what to title these programs. Nationwide, this provided more dispute than whether such degree programs should exist. By far, the most popular title is law enforcement or some variation referring to police services. However, if the broader concept previously discussed is accepted, then the two names presently at the center of the controversy, "criminology" and "criminal justice", become prime candidates. Criminal justice is the more popular of the two. Applications for Law Enforcement Education Funds for the 1972-73 academic year reveal this title was used 123 times nationwide as opposed to 34 times for criminology program.

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[9] Edward L. Morgan, "What is Criminal Justice?" Police Chief (August 1969) 36/8, pp. 12-13

[10] Ibid.

Myren is of the opinion that, although criminology would have been the obvious choice for the study of crime and everything connected with it, sociology had already firmly established criminology as a subfield. He notes a number of universities where sociologists fought and prevented the designation of crime-related units as criminology departments. However, in California, the School of Criminology at Berkeley, as well as the programs at Fresno and Long Beach and several community colleges, succeeded in adopting this designation. Elsewhere, sociologists have generally prevailed.[11] Myren believes the appropriate designation of crime related programs to be criminal justice. He places criminology as a part of the umbrella by saying that "criminology means simply study of crime."[12] This view finds support from Reed Adams who distinguishes between the two as follow: "Criminal Justice is the scientific (i.e., academic) study of all aspects of the criminal justice system as an interactive system. The term incorporates the academic qualities of criminology and the socialization function of other division." Criminology, according to Adams, is the "scientific (i.e., academic) study of the causes, development, and maintenance of crime and social control."[13]

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[11] Myren, Education in Criminal Justice, p. 13. There is one notable exception: Florida State University's Deparment of Criminology.

[12] Ibid., p. 18.

[13] Reed Adams, "The Academic Professionalization of Criminology and Criminal Justice." Unpublished draft of a paper to be submitted to Federal Probation for publication.

Adams proceeds to state that criminology and criminal justice are, by definition, interdisciplinary endeavors. Consequently, many individuals from other disciplines or fields of study, such as biology and chemistry, law, psychology, psychiatry, social work, public administration, and sociology, make essential contributions to this field of study. However, their primary professional orientation remains in their area of specialty. The criminologists represent a separate and unique profession characterized by its interdisciplinary quality.[14]

Further support for Myren's position can be found in the view of Donald Riddle, President of the John Jay College of Criminal Justice. In discussing the subcategories of knowledge embraced by the field of criminal justice, Riddle feels that one subfield should be social deviance which draws most heavily from sociology, particularly its subfield of criminology, and from social psychology.[15]

Among those who contend that criminology is a more appropriate designation are Vernon Fox and other faculty at Florida State University. In the proposal to the Board of Regents for authority to grant the Doctor of Philosophy degree, the following definition of criminology appeared: "Criminology is the scientific study of crime, criminals and the criminal justice system. It is an interdisciplinary field of study drawing

[14] Ibid.

[15] Donald H. Riddle, "The Emerging Field of Criminal Justice," Police Chief (August 1970) 37/8, p. 18.

upon the methods and concepts of the social and behavioral sciences, law and other subject matter fields as they relate to the phenomenon of crime."[16] Elsewhere, the nature of the field is explained further with "the distinctive task of the field of criminology is to provide a conceptual framework for the integration of the disciplines as required."[17]

This concept that criminal justice should be viewed as a part of the field of criminology is supported by Wolfgang, Sutherland and Cressey. "Criminology is the body of knowledge regarding crime as a social phenomenon. It includes within its scope the process of making laws, of breaking of laws. . . The objective of criminology is the development of a body of general and verified principles and of other types of knowledge regarding this process of law, crime and treatment."[18]

Piven and Alcabes further support the position that criminology is the umbrella designation. In their extensive 1965-1967 study of higher education programs in the field, criminal justice was absent from the typology of degree programs while criminology/social deviance were defined as the study of causes and responses to crime and delinquency as social or psychological phenomenon.[19]

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[16] Doctorate degree program proposal, Department of Criminology, Florida State University, p. 5.

[17] Ibid., p. 2.

[18] Marvin E. Wolfgang, "Criminology and the Criminologist," The Journal of Criminal Law, Criminology and Police Science. 54/2 (June 63), p. 55.

[19] Herman Piven and Abraham Alcabes, Education, Training and Manpower in Corrections and Law Enforcement: A Digest of Data; Education in Colleges and Universities 1965-1966, 1966-1967. (Source Book 1). United States Department of Health, Education, and Welfare, pp. 3, 6, 15, 23, 30.

The real possibility exists that neither of these terms will ultimately emerge as the most appropriate name. It is quite possible that as the field continues to mature and gain academic acceptability, it will be decided that criminology is the scientific (i.e., academic) study of the phenomenon of crime, while criminal justice appropriately identifies the application of this knowledge and societal response to this phenomenon. Such a lateral arrangement of the two concepts would leave the possibility of a yet to be determined concept to identify the general field of crime related studies.

Despite the obvious problems related to curriculum design, educational goals, and the appropriate designations of crime related studies in higher education, it is equally apparent for many of the same reasons that higher education proceed in developing goals and articulating performance requirements. These actions, as well as basic changes and improvements, can be most successfully executed when a substantial number of individuals are working within the system who understand the problems and have the competence to deal with them successfully. Therefore, the careful shaping of higher education for criminal justice is a task of critical importance. Clearly, higher education must play a prominent part in the preparation of personnel serving in the field of criminal justice, whether teachers, researchers or as practitioners in the subsystems of police services, adjudication or habilitation.

Chapter 7: Education and Workload Standards for Police Services

In 1967, the President's Commission on Law Enforcement and the Administration of Justice recommended that "the ultimate aim of all police departments should be that all personnel with general enforcement powers have baccalaureate degrees."[20] This recommendation raises two immediate questions: Is it realistic and is it really necessary? As Charles Saunders of the Brookings Institute recently pointed out, neither of these concerns has been adequately explored and the Commission's specific recommendation has been generally ignored or dismissed as impractical in many areas of the country.[21]

The basic question concerning the necessity of police personnel obtaining college education must be examined before attempting to deal with programs related to more practical concerns (i.e., specific curriculum or the feasibility of such a goal). Reiss and Bordau when succinctly defining the nature and scope of the police role infer the necessity of a sound educational base as follows:

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[20] President's Commission on Law Enforcement and the Administration of Justice, *The Challenge of Crime in a Free Society*, (Government Printing Office, 1967) p. 109.

[21] Charles B. Saunders, Jr., *Upgrading the American Police: Education and Training for Better Law Enforcement*, (The Brookings Institute, 1970) p. 79.

> Although the police are formally organized to enforce the law and maintain order, it is apparent they are involved at the same time in enacting justice. It is important to note that all three key terms--order, legality and justice--are ambiguous terms in any social system. But what philosophers, social scientists, and lawyers have argued over for centuries, the police must do every day.[22]

Some of the nation's most respected law enforcement units, especially at the federal level, have already addressed the question of their personnels' "need" for college preparation. For many years, such agencies as the Federal Bureau of Investigation and the Secret Service have insisted on a baccalaureate degree as a minimum requirement.

At the state level, in Florida, of the numerous enforcement or criminal investigative agencies employing sworn officers totaling some 1663 personnel, only 51 job title positions require education beyond the high school level.[23] At the local level, the college degree criteria generally has not been accepted, even though this type of police work may be the most demanding. Wilson Purdy observed that this level is "far more complicated, technical, and of far greater importance to the American way of life than is the federal service."[24]

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[22] Albert J. Reiss, Jr., and David J. Bordau, "Environment and Organization: A Perspective on the Police," in The Police: Six Sociological Essays, David J. Bordau, Editor. (John Wiley & Sons, 1967) pp. 32-33

[23] See Appendix for a listing of all Law Enforcement positions at the state level in Florida.

[24] E. Wilson Purdy, "Administrative Action to Implement Selection and Training for Police Professionalization," Police Chief, VOL. 32 (May 1965), p. 16.

The reasons used to justify higher education as the desired preparation for many other careers are essentially identical to those suggested as the need for such preparation for police personnel. Further, the qualities which law enforcement leaders claim to seek in recruits are similiar to those believed nurtured by a liberal education: "knowledge of changing social, economic and political conditions; understanding of human behavior; and the ability to communicate; together with the assumption of certain moral values, habits of mind, and qualities of self discipline which are important in sustaining a commitment to public service."[25]

In 1965, the advisory committee to the International Association of Chiefs of Police, a national group composed of educators and police officials, said it this way:

> Generally it is conceded that today's law enforcement officer has a need for higher education. It is also generally agreed that within the next few years law enforcement officers will find higher education imperative.
>
> The above observation is the result of consideration of the changes that society has and is experiencing in such areas as the population explosion, the growing pressure for education beyond high school, the changing nature of metropolitan areas and the effects of tensions and pressures ranging from atuomation to race. The law enforcement officer is required to meet all kinds of people and innumerable kinds of situations; he must therefore: (1) be equipped to make good value judgments; (2) be able to maintain his perspective; (3) be able to understand the underlying causes of human behavior; (4) be able to communicate clearly and precisely; (5) possess leadership qualities; (6) be knowledgeable of skills. In view of changing conditions which require flexibility, basic theory, and broad understandings, it is concluded that a wide spectrum of higher education must be available.[26]

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[25] Saunders, Upgrading the American Police, pp. 82-83.

[26] Statement by the IACP Advisory Committee (1965).

Quinn Tamm, Executive Director of the International Association of Chiefs of Police agreed but with an increasing sense of urgency that:

> . . . the campus must be looked to for the police officers of the future. It is nonsense to state or assume that the enforcement of the law is so simple a task that it can be done best by those unencumbered by an inquiring mind nurtured by a study of liberal arts. The man who goes into our streets in hopes of regulating, directing or controlling human behavior must be armed with more than a gun and the ability to perform mechanical movements in response to a situation. Such men as these engage in the difficult, complex and important business of human behavior. Their intellectual armament--so long restricted to the minimum--must be no less than their physical prowess and protection.[27]

Perhaps the most compelling argument for higher educational standards for police is the very pragmatic one related to the steadily rising educational level of the general population. Only 22 percent of all persons between 18 and 21 were enrolled in institutions of higher education in 1964, while in 1967 the figure rose to 36.6 percent. This trend is continuing and indeed is accelerating in large part due to national manpower policies which encourage college attendance through federal support of loans, fellowships and other grant activities. Consequently, the educational attainment of large portions of the population has risen significantly above that of the police. Also, as the general level of educational attainment rises, so do entry standards in other occupations. Thereby, the competition for talented manpower so desperately needed in police services will increase.[28]

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[27] Quinn Tamm, editorial in Police Chief, Vol. 32 (May 1965) p. 6.

[28] Saunders, Upgrading the American Police, pp. 89-91.

However, evidence exists supporting the position that better educated and more intelligent individuals are more liable to experience frustration and dissatisfaction within the police services subsystem and ultimately leave its ranks. One study discovered a negative relationship between higher educational levels and duration on the force. This study, reported by Ruth Levy, concluded that police departments do not sufficiently meet the needs of their better educated officers.[29] Arthur Neiderhoffer observes that men with higher levels of education tend to become more frustrated and cynical the longer they remain patrolmen because of their higher expectation levels.[30]

The recognized difficulties producing the dissatisfaction in college-educated personnel should motivate reforms which would create greater opportunity and incentives for highly qualified personnel rather than as a source of argument for not recruiting these individuals. Another problem accompanying the recruitment of college level individuals is the tensions that result with the non-college members of the police force. One suggested way to alleviate this diffuclty is offering incentives to all personnel to extend their education.[31]

Florida is one of the first states to implement this suggestion. Through the Revenue Sharing Act of 1972, the Florida Legislature made provision for salary incentives to accompany the completion of the associate degree or its equivalent and the bachelor's degree. The passage of this act provides clear indication that Florida's policy makers have recognized the relative merits of a college preparation for those entering police service.[32]

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[29] Ruth Levy, "Summary of Report on Retrospective Study of 5000 Peace Officers Personnel Records," Police Yearbook 1966 International Association of Chiefs of Police, p. 62.

[30] Arthur Neiderhoffer, Behind the Shield: Police in Urban Society (Doubleday 1967), p.235.

[31] National Council on Crime and Delinquency, Goals and Recommendations A Response to "The Challenge of Crime in a Free Society," Pp. 12-13

The necessity for all personnel with general enforcement powers to hold the bachelor's degree as a long-range goal must be affirmed. Indeed, debating the value of higher education or the existence of increasing support for this type of preparation for law enforcement personnel is largely irrelevant. The real question is not, "Do police need a college degree?", but, rather, "Where are persons with the necessary qualifications--qualifications in human relations skills in addition to physical prowess--to be found?"[33]

Increasingly, the search leads to the college campus. Further, as with in-service officers, the question centers around generating the incentive necessary for these individuals to obtain the enrichment found in a college-level programs related to the criminal justice field.

In short, the necessity of college preparation for police services personnel is becoming well established. The next step is to examine the feasibility of such a goal.

As mentioned, the Florida Legislature recently passed legislation designed to provide a monetary incentive for the recruitment of college-level personnel, also, and perhaps more important, this Revenue Sharing Act provides a much needed incentive for in-service personnel to seek continuing education toward the associate and/or baccalaureate degree. The incentives provided by this Act become effective July 1, 1974, thus providing educational resources the motivation to implement meaningful programs for students in the field. Indeed, if the legislative intent is to be realized, appropriate educational programs must be implemented which provide for the accessibility and accomodation of in-service as well as pre-service personnel. The development of educational programs in this field, perhaps more than any other, must relate meaningfully to the quantitative and qualitative needs of the manpower involved.

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[32] Revenue Sharing Act of 1972. See Appendix for complete text of this Act.

[33] Saunders, Upgrading the American Police, Pp. 90-92.

The goals and objectives for police service personnel as set forth in this document provide for a general implementation of the recommendations of recent national studies with modifications to meet Florida's particular situation. The education goals discussed in the next section draw heavily on the President's Commission on Law Enforcement and the Administration of Justice, the National Council on Crime and Delinquency's "Goals and Recommendations" and the recent National Advisory Commission on Criminal Justice Standards and Goals. Additionally, these goals are consistent with those recommendations for upgrading the educational level of police personnel as proposed by the International Association of Chiefs of Police. Thus, in effect, these goals while adapted for the specific needs of Florida's police personnel, represent a consensus of governmental-professional (the President's Commission and the National Advisory Commission), informed professionally public (the NCCD),

Mean Educational Attainment of Sworn Police Officers
by State University System Service Districts
January 1973

Institution	Mean Educational Attainment	Number of Sworn Officers[1]
Florida Atlantic University	12.3	2131
Florida International University	12.5	2901
Florida State University/ Florida A&M University[2]	12.5	1929
Florida Technological University	12.4	1431
University of Florida	12.5	430
University of North Florida	12.2	864
University of South Florida	12.3	2431
University of West Florida	12.3	425

[1] Does not represent total sworn officer population of each State University Service District. Figures indicate only those officers who had indicated educational attainment on Police Standards Board initial police officer registration form.

[2] Includes 1084 sworn officers from FDLE and FHP; mean educational attainment for FDLE is 15.4 years and 12.2 years for FHP.

Figure 46.

Mean Educational Attainment of Sworn Police Officers
by Community College Service Districts
January 1973

Institution	Mean Educational Attainment	Number of Sworn Officers[1]
Brevard CC	12.3	302
Broward CC	12.3	1174
Central Florida CC	12.1	106
Chipola JC	12.0	43
Daytona Beach CC	12.5	255
Edison CC	12.2	286
Florida JC at Jacksonville	12.2	799
Florida Keys JC	12.1	82
Gulf Coast CC	12.1	105
Hillsborough CC	12.3	774
Indian River JC	12.2	192
Lake City CC	12.2	37
Lake-Sumter CC	12.1	95
Manatee JC	12.3	314
Miami-Dade JC	12.6	2761
North Florida JC	12.0	58
Okaloosa-Walton JC	12.3	73
Palm Beach JC	12.3	749
Pasco-Hernando CC	12.2	87
Pensacola JC	12.4	246
Polk CC	12.1	295
St. Johns River JC	12.3	68
St. Petersburg JC	12.3	758
Santa Fe JC	12.8	279
Seminole JC	12.2	118
South Florida JC	12.0	70
Tallahassee CC[2]	12.2	1716
Valencia CC	12.5	696

[1] Does not represent total sworn officer population of each Community College service district. Figures indicate only those officers who had indicated educational attainment on Police Standards Board initial police officer registration form.

[2] Includes 1084 sworn officers from FDLE and FHP; mean educational attainment for FDLE is 15.4 years and 12.2 years for FHP.

Figure 47.

and professional-practitioners (the IACP) towards specific educational goals for police services personnel.

Educational Goals. On a statewide basis, the mean education level of local law enforcement officers is 12.13 years, or slightly more than completion of high school. As compiled by Florida's Police Standards Board, this education level indices provided current and continually updated data on the impact of educational programs. The compilation of mean educational levels by university and community college service districts is given in Figures 46 and 47. However, it must be noted that these educational levels do not represent the total population of sworn officers in each district, but rather those officers who educational level was indicated on Police Standards Board's initial police officer registration form. In this light, the data indicates the numerical population from which the mean educational level was obtained.

The career lattices in Figures 48, 49, 50, and 51 have been adapted from the President's Commission on Law Enforcement and the Administration of Justice to conform to the basic levels of personnel as described elsewhere in this report.[34] These career development plans are sequential from immediate objectives through long-range goals. They allow for all officers with general enforcement powers obtaining the baccalaureate degree or its equivalent. The ultimate goals are not unrealistic as

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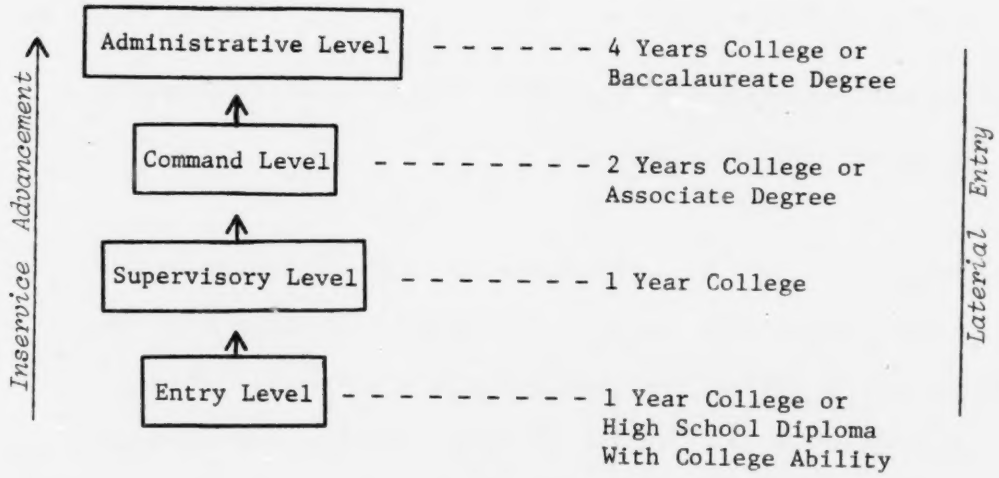
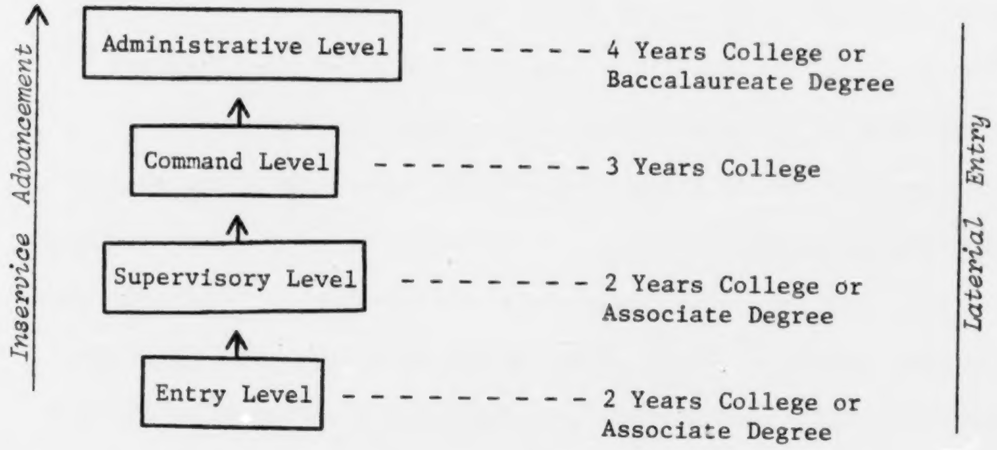
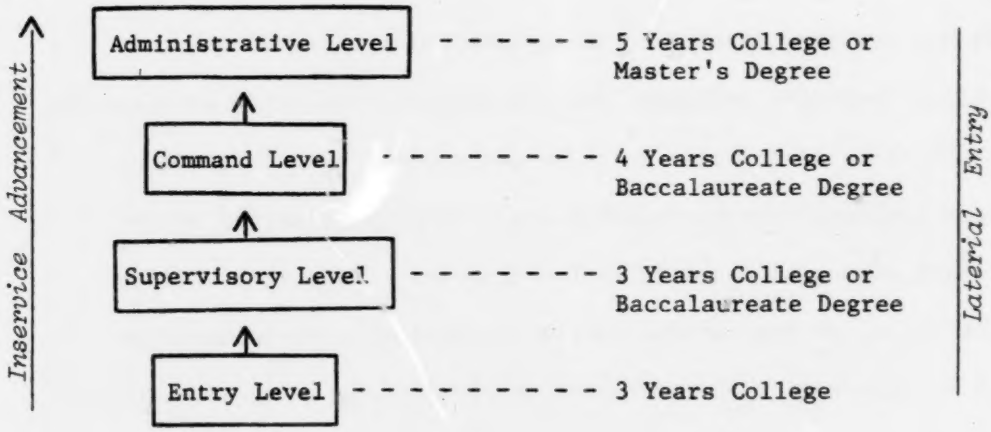
[34] President's Commission on Law Enforcement and the Administration of Justice, The Challenge of Crime in a Free Society, pp. 106-108.


Administrative Level
4 Years College or Baccalaureate Degree
Command Level
2 Years College or Associate Degree
Supervisory Level
1 Year College
Entry Level
1 Year College or High School Diploma With College Ability
Inservice Advancement
Laterial Entry

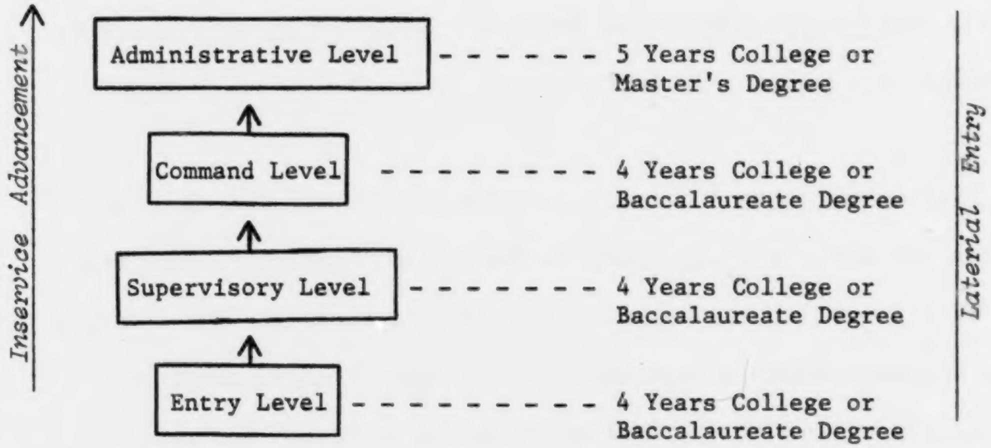
POLICE SERVICES
Immediate Educational Objectives
Figure 48.


Administrative Level
4 Years College or Baccalaureate Degree
Command Level
3 Years College
Supervisory Level
2 Years College or Associate Degree
Entry Level
2 Years College or Associate Degree
Inservice Advancement
Laterial Entry

POLICE SERVICES
1975 Educational Objectives
Figure 49.


Inservice Advancement
Administrative Level
5 Years College or Master's Degree
Command Level
4 Years College or Baccalaureate Degree
Supervisory Level
3 Years College or Baccalaureate Degree
Entry Level
3 Years College
Laterial Entry

POLICE SERVICES
1978 Educational Goals
Figure 50.


Inservice Advancement
Administrative Level
5 Years College or Master's Degree
Command Level
4 Years College or Baccalaureate Degree
Supervisory Level
4 Years College or Baccalaureate Degree
Entry Level
4 Years College or Baccalaureate Degree
Laterial Entry

[illegible]ICE SERVICES
19[illegible] Educational Goals
Figure 51.

Florida has provided meaningful educational program development at appropriate community colleges, private schools, and state universities within the State in response to these anticipated needs. However, developed programs must be meaningful not only as conceived by the educational community but also to the consumer. Only then will the administrations of the various police and sheriff's departments be willing to encourage their personnel to participate in the educational programs at their disposal.

Establishing time frames for the accomplishment of the various levels of goals and objectives is difficult for several reasons. Fundamental is the impossibility of determining the actual impact of the Revenue Sharing Act of 1972 in terms of statewide administrative support. Also, the accomplishment of these goals and objectives would require that many presently operational educational programs obtain additional resources to accommodate a **larger** number of students.

The National Advisory Commission on Criminal Justice Standards and Goals (in the draft working papers of the Police Task Force) provided some target dates for raising entry level requirements through standard 15.1.

This document observed that every police agency should adopt the following entry level educational requirements to insure the selection of police personnel with the qualifications to perform police duties properly:

> 1) Every police agency should immediately require as a condition of initial employment the completion of at least one year of education at an accredited college or university. Otherwise qualified police applicants that do not satisfy this condition but have earned a high school diploma or its equivalent should be employed under a contract requiring they complete the educational requirements within three years of initial employment.
>
> 2) Every police agency should no later than 1975, require as a condition of initial employment the completion of at least two years of education at an accredited college or university.
>
> 3) Every police agency should, no later than 1978, require as a condition of initial employment the completion of at least three years of education at an accredited college or university.
>
> 4) Every police agency should, no later than 1982, require as a condition of initial employment the completion of at least four years of education in an accredited college or university.[35]

Workload Standards. Establishing police services workload standards, i.e., appropriate sworn officer to population ratios, is at best a highly complex and subjective endeavor. The ratio for any given state or local jurisdiction is influenced by a number of factors such as community size, affluence, degree of industrialization, and the ability and willingness of the community to provide the resources to support the police service level they desire to maintain. As Kerper indicates, the complexity of the police role is bounded by these factors:

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[35] National Advisory Commission on Criminal Justice Standards and Goals: Task Force Report: The Police (draft), Chapter 15, pp. 1-3.

> Police are men charged with the duty of investigating crime and apprehending criminals. As important as this function is, however, the average police officer spends a relatively small part of his time investigating and prosecuting serious criminal offenses. Most of his day is spent in keeping order, settling disputes, finding missing children, helping drunks, directing traffic, and monitoring parking meters. Because police are on duty 24 hours a day, the community sees them as a service agency to be called upon for an incredible number and variety of services.[36]

Such variables as these, together with the fact that in Florida, and across the nation, law enforcement agencies are undergoing change at an unprecedented rate, render any projections of quantitative manpower needs difficult.

Because of the national attention and resources for improvement that are being devoted to this field for the first time in U.S. history, it is likely that changes in the entire criminal justice system during the next ten years will be as significant as those in space technology during the past ten years. At this moment it is impossible to determine precisely what the impact of these changes will mean to manpower needs and development.

Compounding the problems of establishing and predicting manpower needs is the rate of population growth for Florida's cities, villages, and counties, and the varying rates at which police services personnel are provided to meet this expansion.

It is beyond the scope of this study to recommend significant increases or decreases in the availability of police services personnel throughout the State. Rather, a comparison with national status will be

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[36] Hazel B. Kerper, Introduction to the Criminal Justice System, (West Publishing, 1972), p. 418.

1972 FULL-TIME LAW ENFORCEMENT MANPOWER FOR POPULATION GROUPS BY COUNTY ENFORCEMENT AGENCIES [1]

The national average of county officers per 1000 population is 1.1 for the 1539 agencies serving 42,226,000 inhabitants. (From Crime in the United States, Uniform Crime Reports 1971, FBI, August 1972).

POPULATION GROUP	NUMBER OF SWORN OFFICERS	AVERAGE NR. OFFICERS PER 1000 POPULATION FLORIDA
Group I: 8 agencies over 100,000 Total Population: 1,681, 174	2315	1.4
Group II: 8 agencies 50,000 to 100,000 Total Population: 575,576	629	1.1
Group III: 11 agencies 25,000 to 50,000 Total Population: 355, 193	524	1.5
Group IV: 15 agencies 10,000 to 25,000 Total Population: 272,906	325	1.2
Group V: 24 agencies Under 10,000 Total Population: 155,757	171	1.1
Total: 66 agencies Total Population: 3,040,606	3964	1.3

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[1] From Crime in Florida, 1972 Annual Report. FDLE, May 1973

Figure 52.

1972 FULL-TIME LAW ENFORCEMENT MANPOWER FOR POPULATION GROUPS BY MUNICIPAL ENFORCEMENT AGENCIES[1]

POPULATION GROUPS	NUMBER OF SWORN OFFICERS	Average Nr. officers per 1000 population	
		FLORIDA	NATIONAL[2]
Group I: 3 agencies over 250,000 Total Population: 1.194,659	2071	1.8	2.9
Group II: 5 agencies 100,000 to 250,000 Total Population: 715,509	1419	2.0	1.8
Group III: 6 agencies 50,000 to 100,000 Total Population: 425,746	862	2.0	1.6
Group IV: 21 agencies 25,000 to 50,000 Total Population: 732,380	1337	1.8	1.5
Group V: 44 agencies 10,000 to 25,000 Total Population: 677,089	1365	2.0	1.6
Group VI: 185 agencies under 10,000 Total Population: 700,556	1459	2.1	1.7
TOTAL: 264 Agencies Total Population 4,400,939	8513	1.9	2.1

[1] From Crime in Florida, 1972 Annual Report, FDLE, May 1973

[2] From Crime in the United States, Uniform Crime Reports - 1971, FBI, August 1972

Figure 53.

included. As the following discussion shows, the quantitative supply of sworn personnel in Florida compares quite favorably with national levels as compiled in a survey conducted by the President's Commission on Law Enforcement and the Administration of Justice.

Examination of the State's Uniform Crime Report and population figures found police and Sheriff's sworn personnel to be provided at a rate of 1.7 officers per 1000 population in Florida. For municipalities alone, the rate is 1.9 as compared to the national average of 2.1. However, unlike the national picture, no clear pattern in Florida indicates that urban and metropolitan areas have a higher rate than the less densely populated villages, small cities, and other more rural areas of the State. Figures 52 and 53 show these relationships. For Sheriff's departments alone, excluding municipally incorporated areas, the statewide rate was found to be 1.3 officers per 1000 population. Here, Florida is slightly higher than the national average of 1.1.

The ratio of police officers to population in any local governmental unit is influenced by many factors including the responsibilities and level of activity of the various police service agencies as well as ability to provide fiscal support for more adequate services. As previously noted, on a statewide basis, Florida compares quite favorably with national statistics on a statewide basis. However, one should expect that such factors as population density, size and character of the community, and population mobility would be reflected in the pattern of police services. Because of the variations in local conditions, it is impossible for this report to suggest specific changes regarding police manpower ratios to population.

Any discussion of police services workload standards should note that police services are a 24 hour per day operation. Therefore, agencies must make duty assignments in such a way as to promote college attendance while not interferring with the efficient administration of the police agency. The need for college attendance has been presented.

For Florida to maintain the current ratio of sworn personnel to population until the year 1980, a total personnel force of approximately 15,950 persons will be necessary. This presents an increase of 2753 personnel over present levels.

An estimated 7217 sworn personnel currently serving police agencies will require replacement by 1980. This represents the minimal 5 percent turnover rate attributable to retirement, death, change of employment, etc. This turnover factor combined with the additional personnel necessary to parallel population increase means that approximately 10,000 (9975) new personnel must be recruited between 1972 and 1980. Assuming a linear progression of population growth to 1980, these figures indicate an average need of 1247 new sworn personnel yearly through 1980.

POLICE SERVICES MANPOWER PROJECTIONS TO 1980

STATE SUMMARY

1972 Manpower	1980 Projected Manpower	5% Annual Attrition Factor	Total Increase Necessary to Meet Projected Needs	Projected Average Annual Need to 1980
13,192	15,950	7217	9975	1247

Figure 54.

In 1967 the President's Commission, in its report on the courts, clearly indicated and documented the need for effective court management and administration--a need that when unmet may influence the process of justice in the courts themselves.[37]

As Schrag indicates in his examination of American justice:

> [The] courts are the most formal and the most highly institutionalized parts of the justice system . . . They regulate and provide legitimation for many of the activities of the police and the correctional agencies. More important, they stand nearly alone in enforcing the procedural laws that protect citizens against mistreatment by the authorities. Inadequate performance by the courts is therefore a threat to both procedural and substantive laws. No other element of the justice system . . . has greater significance for the rule of law.[38]

The significance of this conceptual view was by the President's Commission's description of many current court operations when they stated:

> Despite important advances made . . . the operation of many of the courts in this country remains cumbersome and disjointed. Internal management tends to be archaic, inefficient, and wholly out of tune with modern improvements in management and communications . . .
>
> Far too many courts cannot effectively perform their housekeeping chores. Operation of today's courts requires the professional and continuous gathering and assessment of up-to-date information and statistics for scheduling, calendering, and budgeting.[39]

The structural and organizational reform of the courts has been the subject of numerous studies. The President's Commission report on the courts clearly and succinctly states:

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[37] President's Commission on Law Enforcement and the Administration of Justice, Task Force Report: The Courts, p. 80.

[38] Clarence Schrag, Crime and Justice: American Style, National Institute of Mental Health Monograph, (Washington: Superintendent of Documents, 1971. pp. 168-69.

[39] Task Force Report: The Courts, pp. 80, 81.

> The complex problems of court administration will not yield to any one simple solution, but a well-structured and efficiently organized system is a condition precedent to further change. Rebuilding the structure and organization of the administration of criminal justice has two aspects, the creation of a unified, simplified court structure within a State and the establishment of clear and direct administrative responsibility within the system.[40]

If Florida's trial court system reflected these indictments, that guilt is past history. The adjudication subsystem of Florida's criminal justice process effected an operational and managerial restructuring subsequent to the ratification in March 1972 of amended Article V of the Florida Constitution.[41] This structural modernization of the State's trial courts became operationally effective on January 1, 1973.

In addition, the office of the State Courts Administration was created by legislative act on July 1, 1972. Its initial charge was establishment of a statewide uniform case reporting system. Once this system is established, much viable information will be centrally available to assist management and administrative decision making at all court levels. However, the operationalization of this office and the recent restructuring of the courts have generally limited the information base available to determine educational goals and workload standards.

Since the scope of available data is limited, the educational goals recommended for Florida courts were determined by this project's analysis of the functions and occupations typically required for courts to preform and subsequently applying generally accepted educational levels for satisfactory performance to the typical court occupations.

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[40] Ibid., p. 82.

[41] See Appendix for complete text of Article V.

This analysis was aided by a consultant from the Institute of Court Management, Denver, Colorado who established base criteria and functional job definitions applicable to Florida's revised court system.

The educational goals that follow are expressed in general terms. This was necessary since with the exception of Orange and Pinellas counties, data resulting from functional job analysis programs was not available.[42] The goals reflect the recommendations of the National Advisory Commission on Criminal Justice Standards and Goals as adapted to the specific anticipated needs of Florida's court system.[43] Within this conceptual task framework, four occupational groups were identified as comprising the adjudication subsystem: Judicial, Professional, Para-professional and Non-professional.

Educational Goals. The judicial occupational category considered by this study is limited to the trial level--circuit and county court judges. Probably the most controversial goal will be requiring a law degree for all judges. Presently in Florida, non-lawyer county judges are permitted in counties with populations of less than forty thousand. While recognized that insufficient lawyers in some small counties may render the goal of no non-lawyer judges unrealistic, still major considerations exist that should override resistance. As the President's Commission reports, "More than in any other courts in the system, the problems of the lower courts center around the volume of cases."[44] Thus, the volume and types of cases would place more of the public in more frequent contact with the lower courts than with high trial courts, i.e., circuit courts. Therefore, county courts, with more frequent and greater public contact than circuit courts, will have the greater influence on the quality of justice. However, under present statute "some [jurisdictions] judges are not required to be lawyers. The conduct of some [of these] judges reveals inaptitude and a lack of familiarity with rules of evidence or developments in case law."[45]

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[42] John E. Woods, "Training and Education for Florida Courts Personnel," consultant working paper, Institute for Court Management, Denver.

[43] See Appendix for adapted criminal justice standards and goals.

For this reason the following educational goals are recommended for non-lawyer judges. The immediate requirement should be an associate degree within two years of election or original appointment as a condition of election or appointment. This immediate requirement would be followed by these increasing increments: By 1975, an associate degree as a condition of election or appointment; by 1978, a bachelor degree as a condition; and by 1982, a law degree requirement.[46]

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[44] Task Force Report: The Courts, p. 31.

[45] Ibid., p. 32.

[46] Woods, "Training and Education for Florida Courts Personnel."

For lawyer judges the following continuing educational recommendations are suggested:

A. New judges during the first year of assuming judicial office should attend one of the National Judicial Education Programs and other localized "training" programs.

B. By 1975, the State should adopt a sabbatical leave program providing a limited number of judges the opportunity to pursue relevant study and research at a law school or university.

C. Finally, by 1978, the State should develop its own State Judicial College and should make available to its judges the graduate, refresher and special programs of the National Judicial Educational organization.

The professional employee category focuses primarily on an emerging adjudicatory role--that of the court administrator. As the President's Commission stated in 1967:

> Judges should be freed from unnecessary administrative chores. Some . . . states have provided for an administrative office to aid the judiciary by collecting judicial statistics, managing fiscal affairs, furnishing supplies and equipment, supervising court personnel, performing duties in connection with the assignment of judges, and carrying out various other duties. . .
>
> Judges of local courts also can be relieved of burdensome administrative duties by the delegation of administrative chores to the office of the court administrator. In statewide systems administrators should be provided for each level of court within the system . . .[47]

Therefore, the state goal is provision of a professional circuit court administrator for each circuit court and a county court administrator for each county having five or more county judges (where justified by caseload, courts with fewer judges).

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[47] Task Force Report: The Courts, p. 84

The immediate educational requirements for such professional administrative personnel should be either possession of a master's degree in Judicial Administration, Public Administration or Business Administration or attainment within three years of appointment as a condition of employment. Such rigorous educational criteria is supported by the National Advisory Commission on Criminal Justice Standards and Goals (January 1973) and the President's Commission report on the courts which acknowledged that effective administration was predicted on the careful selection and proper training of those who exercise administrative responsibilities. Graduate education in administration with curricula including cost analysis, budgeting, statistical analysis, and production scheduling was recommended.[48]

By 1975, educational requisities for employment forecasts one of the aforementioned degrees as a precondition to appointment and by 1978, the specialized Master's in Judicial Administration as a precondition. As Kerper has indicated, the trained court administrator absorbs many of the duties of court administration from an overworked chief judge, bringing contemporary management techniques into the court, the overall result being a more efficiently operation with judicial personnel focusing on the administration of justice rather than the administration of the court.[49]

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[48] Ibid., p. 82.

[49] Kerper, Introduction to the Criminal Justice System, p. 459.

In addition to court administrators, other professional (i.e., baccalaureate degree requiring) positions either in court operations or support are anticipated. The educational goals for this professional supportive staff would range from a bachelor's degree for entry level positions to a post-graduate degree for advanced journeyman level positions. In each instance, the specific academic emphasis of the degree would be job-related. Determination of appropriate emphasis would be made by job analysis and evaluation. The immediate goals are to raise the educational level of present professional staff to the bachelor's level by 1978.

This will be followed by functional job analysis of the professional staff positions to determine appropriate educational attainment and emphasis. By 1982, the results will be incorporated into educational preconditions for employment.

When considering para-professional judicial employees, operational and support on both trial levels, functional job analysis must be undertaken to determine the areas of academic concentration most appropriate.

The educational goal for para-professional court employees is attainment of the associate degree as a precondition to employment. Beyond this, the middle and long-range goals primarily focus on in-service training. However, continued accredited course work might be an alternative.[50]

While not included in the examination of the other two criminal justice subsystems, the role of the non-professional is included in this examination of the adjudication subsystem. These personnel are included because they are a major manpower resource and were necessary in the development of the FTE requirements for statewide court staffing. While not directly involved in higher education's response to needs of the system's manpower, it may be assumed that these clerical and secretarial personnel may well utilize the state's continuing education opportunities locally available, especially at the community college level. The educational requirements for these non-professional personnel are successful completion of high school or its equivalent and job-related orientation and training.

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[50] Woods, "Training and Education for Florida Courts Personnel."

Workload Standards. The accepted criteria for the establishment of judicial and support personnel workload standards is based upon the caseload, i.e., the number of judges and court personnel required to process both criminal and civil actions. However, a uniform case reporting system for the state is not currently operational. Therefore, the determination of adjudication manpower requirements was based on the authorized judicial positions recommended by the Supreme Court and the Florida Bar and authorized by the Legislature under the revision of Article V. The legislation authorized the establishment of 148 county and 261 circuit judgeships distributed throughout the State's twenty judicial circuits. This distribution is assumed to represent the judicial manpower delegation necessary to effectively handle the caseload of the State's reorganized trial court system. Utilizing these judicial positions as the manpower base, the two distinct areas of adjudication staffing, court operations and court support, were then considered. The appropriate ratio of professional, para-professional, and non-professional manpower required (in full time equivalent units) was then determined.[51]

As complete data regarding FTE by job class (i.e., professional, para-professional, and non-professional) and by program activity (i.e., circuit court operations, county court operations, and court support) was not available statewide, the ninth, tenth and twelfth circuits were selected as a representative court staffing sample. In addition, the ratio of judges to population at both the county and circuit level was determined. Using this ratio, the total number of required judicial positions for 1980 was calculated at 179 county judges and 316 circuit judges. (See Figure 55 for judicial manpower projections.)

The basic staffing pattern by court and function for professional, para-professional and non-professional personnel was determined as follows:

CIRCUIT COURT OPERATIONS PERSONNEL REQUIREMENTS

Professional: (a) One administrator per circuit; (b) one law clerk per FTE judge assigned criminal caseload; and (c) one professional staff per five judges on circuit.

Para-professional: (a) One legal secretary per judge; (b) one court reporter per judge; and (c) one administrative secretary for court administration.

COUNTY COURT OPERATIONS PERSONNEL REQUIREMENTS

Professional: (a) one administrator per county with five or more judges; and (b) one professional staff per five judges on circuit.

Para-professional: (a) one legal secretary per judge; (b) one administrative secretary for court administator; and (c) one court reporter per FTE judge assigned criminal case.

COURT SUPPORT PERSONNEL REQUIREMENTS.

Professional: Professional staffing requires .63 FTE per circuit judge; and .47 FTE per county judge.

Para-professional: Para-professional staffing requires 1.6 FTE per circuit judge; and 1.5 FTE per county judge.

Non-professional: Non-professional staffing requires 3 FTE per circuit judge and 4 FTE per county judge.

Collected data regarding current manpower in the adjudication subsystem indicates that there are 409 judges, 432.1 FTE professional staff, 1481.9 FTE para-professional staff, and 1463 FTE non-professional personnel employed statewide at trial court levels (both circuit and county)

Since Florida's case reporting system is not yet operational, projections of personnel made in 1980 were on population rather than the more appropriate and accurate measure derived from case reports. Revision and updating as necessary of these projections are anticipated once the revised system under Article V is completely implemented and the case reporting system has been developed. Presently, population increases suggest a total of 495 judgeships in 1980 with corresponding personnel estimated at 523 professional, 1972 para-professional, and 1769 non-professional personnel.

A 5 percent minimum annual turnover rate is estimated from 1973 to 1980. This percentage equals to 224 judges, 237 professional, 811 para-professional, and 800 non-professional personnel currently represented in full time equivalency terms leaving their positions through such causes as retirements, death, or change of employment. Considering turnover along with the position increases resulting from population (and the assumed caseload) increase, an estimated 310 new judges will be required. Additionally 328 professional, 1121 para-professional, and 1106 non-professional personnel will be required to meet the manpower needs of this subsystem of the criminal justice system in Florida.

These data indicate an average annual need for new personnel to 1980 as follows: 39 judges, 40 professional, 140 para-professional, and 138 non-professional.

1972 MANPOWER				1980 PROJECTED MANPOWER				% ANNUAL ATTRITION			
Judges	Pro	Para Pro	Non Pro	Judges	Pro	Para Pro	Non Pro	Judges	Pro	Para Pro	Non Pro
409	432.1	1481.9	1463	495	523	1792	1769	224	237	811	800

MANPOWER INCREASE NECESSARY TO MEET PROJECTED NEED				AVERAGE ANNUAL NEED			
Judges	Pro	Para Pro	Non Pro	Judges	Pro	Para Pro	Non Pro
310	328	1121	1106	39	40	140	138

1980 PROJECTED MANPOWER FOR COURT PERSONNEL
STATEWIDE TRIAL COURT SUMMARY
Figure 55.

Chapter 9: Education and Workload Standards for Habilitation

The habilitation component of the criminal justice system has recently begun to direct increasing attention to the qualitative and quantitative needs of its personnel. Four major studies within the last six years have concluded that to prevent recruitment into criminal careers and to reduce recidivism, corrections must employ the minimal number of qualified staff members necessary to perform its many task assignments.[51]

There is growing evidence that serious gaps exist in the quantity and quality of available manpower for the correctional field. In attempting to confront manpower needs, the field of corrections has established eudcation and workload standards. Such standards affect almost all manpower considerations and are especially important in forecasting manpower needs.

Corrections does not lack standards. In fact, there may be excess standards, many established by different standard setting agencies without appropriate attention to objective criteria. Futhermore, many of these standards were established years ago and are obsolescent in the present manpower market. In spite of these and similar problems of standard setting, the inability of corrections to meet the prescribed standards for caseload and education is most frequently cited reason for corrections' failure to achieve its goals and objectives.[52]

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[51] See the reports of the President's Commission on Law Enforcement and Administration: The Challenge of Crime in a Free Society; and the President's Task Force Report: Corrections, Prespectives on Correctional Manpower and Training the staff report of the Joint Commission on Correctional Manpower Training (JCCMT) Piven & Alcabes 1969, National Advisory Commission on Criminal Justice Standards and Goals 1973 (Working Papers).

Serious doubts concerning the importance of caseload size arose when it was discovered that the mere reduction of caseload did not automatically decrease the failure rate. In fact, this variable alone apparently has little influence on success rates. In response to questions regarding "appropriate" caseload size, research is currently being conducted across the nation based on different offender types and workload determinants.[53] Such projects are providing some indication that the traditionally accepted "standard" caseload size will probably yield to more flexible staffing arrangements. In establishing more flexible staffing models, caseload size will become only one of several important variables in determining staff arrangements. For example, offender and community needs will likely emerge as the important determinants of caseload size rather than a continued effort toward achieving the "established" standard of thirty-five or fifty units per correctional worker. Other important variables which have been identified and are being studied, include the type and personality of the correctional officer and the quality of correctional supervision being provided.[54]

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[52] JCCMT. Perspectives on Correctional Manpower and Training. p. 21.

[53] Stuart Adams, "Some Findings from Correctional Caseload Research," Federal Probation (December 1967), 31:4, pp. 48-57.

[54] JCCMT, Final Report: A Time to Act, p. 30.

One study, the San Francisco Project, measured the relative effectiveness of four different kinds of caseloads: (1) a "normal" caseload of 85 persons, (2) "ideal" caseload of 50, (3) an "intensive supervision caseload of 25, and (4) a "large minimum supervision" caseload which required only a written monthly report and any other services requested by the probationer. After two years of supervision, the violation rates (excluding technical violations) of the four groups were not significantly different with all groups failing between 20 and 22 percent. The differences that might have been expected as a result of intensity of supervision or caseload differential did not emerge. In reporting on this study Joseph Lohman noted, "This data suggests that the tandem assignment of offenders to caseloads, despite variation in the intensity of supervision, does not modify the outcome; as well as indicating that the improvement of the supervision process may in some measure be a function of the classification of offenders, officers, and types of treatment."[55]

According to this report, it is possible to establish caseloads as high as 350 cases for minimum supervision and as low as 20 for cases requiring intensive supervision. For offenders requiring more than minimum but less than intensive supervision, caseloads of 40 to 65 can be established.[56]

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[55] Joseph D. Lohman, et al, The San Francisco Project: Classification Criteria for Establishing Caseload Models, Research Rpt. 12, School of Criminology, University of California, May 1967, p. 2.

[56] JCCMT, Perspectives on Correctional Manpower and Training, p. 23.

The final report of the Joint Commission on Correctional Manpower and Training stated that "Experimentation with various kinds of workloads determinants should be encouraged as a more desirable alternative to the fixing of precise caseload standards. Further promulgation of standards must be based on research findings."[57]

The criminal justice field, especially the correctional subsystem is in dire need of upgrading personnel, both in quantity and in quality, in spite of the paucity of research existing suitable for projecting future needs. Manpower studies must be conducted on the basis of information currently available with enough flexibility allowed in plans and guidelines to provide for continuing modification as additional data becomes available.

As James Q. Wilson noted, "standards can come, piecemeal, as knowledge accumulates."[58] For the interim, manpower plans must be made and quantitative manpower needs projected in realization that these projecttions may be modified in light of new knowledge.

In projecting manpower needs, the staff of the Criminal Justice Education Project has utilized available standards, as imperfect as they may be. These standards were suggested by such bodies as the Special Committee on Correctional Standards which was appointed by the staff of the President's Commission on Law, Crime and Delinquency, and the American Correctional Association. The recommendations of these bodies have been utilized as a basis for cooperative planning with personnel from appropriate correctional agencies in the State of Florida. The ultimate result was the workload ratios used in this study.

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[57] JCCMT, A Time to Act, p. 31.

[58] James Q. Wilson, "Crime and Law Enforcement," in Agenda for the Nation, Kermit and Gordon, Editors (The Brooking's Institution) 1968, p. 203.

Determination of workload standards is only one aspect of the complex process of ascertaining manpower needs. A second aspect deals with strategies utilized to recruit personnel for the correctional tasks. This concern must be addressed before educational standards and goals can be meaningfully established as usable educational standards must reflect a realistic view of manpower resources.

Given adequate source of manpower, the preferred educational standard for those workers engaged in the habilitation process would be a master's degree from an accredited school of social work or comparable study in corrections, criminology, counseling, psychology, sociology or related field of social science. However, an adequate supply of such personnel has not been available and is not likely to be available in the near future.

Given this situation regarding the availability of personnel, three alternative strategies exist from which corrections might select to cope with its manpower dilemma. One alternative involves a significant increase in efforts toward producing a larger professional manpower pool from which corrections could select its personnel. Such recruitment efforts would attempt improvement of the career system for corrections. A second strategy involves an active program of recruitment and training specifically for professional careers in corrections. The third alternative calls for a restructuring of professional roles in the correctional field. This latter strategy includes a breakdown and reassignment of professional tasks among professional and paraprofessionals, i.e., sub-professional and aides, whenever appropriate. Recruitment and training staff would be provided at these various levels.[59]

The first of these strategies does not itself provide an adequate solution. Any benefits would involve a prolonged time lag since professional training is a long term activity. Furthermore, to compete successfully for competent students, correctional work must become more attractive to potential recruits in terms of salary, working conditions, status, professional autonomy and job satisfaction.[60]

The second alternative shows more promise for realistic implementation. Peter Lejins has suggested that " ...the proper basis for action against crime and delinquency is university-trained personnel to whom has been imparted the existing body of specific knowledge in interpreting crime and delinquency as well as in removing causes thereof and to whom have also been imparted the corresponding skills for modifying behavior."[61]

[59] JCCMT, Perspectives on Correctional Manpower and Training, p. 26.

[60] Ibid.

[61] JCCMT, Criminology and Corrections Programs, p. 28.

Lejins makes the further observation that:

> Correction, as one of the major contemporary methods of dealing with crime and delinquency, broadly means the removal of the causes, reasons, motivations or factors that are responsible for the criminal or delinquent behavior. Thus correction can be properly identified as behavior modification. In line with the prevailing conceptions in our modern society about behavior modifying practices and in the setting of our contemporary educational systems, it is quite apparent that the proper educational base for personnel involved in corrections is a college or university level education.[62]

Injecting corrections and criminology coursework into social science, social work, and other curricula at all levels of higher education is paramount in any consideration of implementing professional careers in corrections. This concept has arisen in several contexts. In its curriculum development project, the Council on Social Work Education has suggested a curriculum which defines corrections as an applied field of social work. The professional careers in corrections concept is also developing in the establishment of independent programs of criminology/corrections at both the undergraduate and graduate levels. Yet another factor is the growth of the community colleges which are developing associate degree programs in the correctional field. The emergence of criminal justice generalist degree programs which emphasize the social and behavioral sciences with specific concentrations or minors in corrections is another significant development.[63]

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[62] Ibid.

[63] Richard A. Myren, Education in Criminal Justice, Report 70-5, Coordinating Council for Higher Education, September 1970, p. 1-11.

The aforementioned issues which address manpower problems through specified professional education for corrections are the subject of increasing controversy. The three primary problems are: 1) The ability to produce graduates in a short time frame so as to deal meaningfully with current manpower needs, 2) Translating the existing body of correctional knowledge into a meaningful curriculum of core concepts and educational objectives, and 3) Where and how this educational experience should take place.[64]

The third alternative, and perhaps the most promising approach to manpower problems, is the restructuring of staffing patterns and revising the fundamental role system of correction. Such an approach involves several steps. First, professional functions are analyzed to determine the amount and types of training necessary for competent performance. Second, the types of training are developed consistent with the expected performance of selected intermediate roles; and finally, potential manpower resources are determined prior to recruiting personnel at all levels. Generally speaking, such an approach involves the development and use of para-professionals and aides in appropriate roles alongside professional personnel. As Herbert Sigurdson states, "There is no longer any question that non-professionals can be trained to occupy significant roles in correction as links to community resources, as leaders or reform groups, and in other capacities. The pilot testing has already been done, but in most jurisdictions these new roles have not been officially legitimated."[65]

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[64] JCCMT. Perspectives on Correctional Manpower and Training, p. 27.

To implement this approach, an essential ingredient is a task analysis of professional functions in the correctional process. This procedure calls for a thorough analysis of offenders' needs as well as the comparative effectiveness of various techniques of treatment. Task analysis would determine the optimum and minimum qualifications for a worker performing those functions. This approach could, and very probably would, completely redefine the assessment of service requirements.[66]

Current literature contains a lack of agreement on the most effective forms of treatment for various types of offenders. Further research in the area as well as extensive field examination on the appropriate forms of job restructuring are needed. However, this too takes time. At this stage in the evolution of corrections, it is necessary to assume that the contemporary services are appropriate but must be extended to optimal form. It must be assumed that clinical diagnosis and social study are usually desirable, and that most offenders require some degree of casework, vocational guidance, and/or psychosocial therapy.[67]

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[65] Herbert R. Sigurdson, "Expanding the Role of the Non-professional," in Delinquency and Social Policy, Paul Lerman, Editor, (Praeger Publishers, 1970), p. 349.

[66] JCCMT, Perspectives on Correctional Manpower and Training, p. 27.

[67] JCCMT, Perspectives on Correctional Manpower and Training, p. 28.

The restructuring of professional jobs in corrections as a result of task analysis would lead to the utilization of several levels of educational preparation ranging from graduate preparation in situations involving high client vulnerability and high worker autonomy or the bachelor's degree with appropriate concentration in the correctional field, to the "para-professional" positions which might require the appropriate associate degree usually obtained from the community college. In attempting to implement such a program, it is possible, and indeed necessary, to structure career ladders and lattices.[68] This has the two-fold advantage of providing career opportunities for staff while insuring their constant upgrading through additional training. Furthermore, such a structure helps to provide a built-in manpower pool individuals with correctional experience for potential advancement into higher positions.[69]

This position was reinforced by the National Advisory Commission on Criminal Justice Standards and Goals. This Commission, supported by the Law Enforcement Assistance Administration met in January 1973 and set the following standards and goals for correctional personnel:

[68] Career professionals in correction have opportunities for both lateral and upward mobility. Similar opportunities must be made available for non-professionals who choose to make a career out of correctional work." Sigurdson, "Expanding the Role of the Non-professional", p. 349.

[69] JCCMT, Perspectives on Correctional Manpower and Training, p. 28.

Standards 11.4, 13.8, 16.1, 16.6

> 1. An undergraduate degree should be the standard educationnal requirement for entry-level work in probation and parole agencies and for comparable counselor and classification positions in institutions....the preferred areas of specialization should be psychology, sociology, social work, criminology, corrections, criminal justice, education, and public administration.
>
> 2. Correctional agencies should adopt a career ladder strategy allowing persons with high school education or less to enter the field and participate in combined work-study programs to work their way up in the system.[70]

None of the three potential situations which have been briefly described is sufficient in itself to cope with the manpower dilemmas faced by the correctional field, and none should be considered in isolation from the others. All of these approaches should be seen as complementary and in many ways interdependent. In seeking to provide adequate manpower for the correctional field, the decision is not which approach to use, but rather how to utilize the three strategies most effectively. The problem becomes one of emphasis rather than options. The emphasis is somewhat dictated by the availability of manpower and educational programs as well as the staff to develop restructured positions based on task analysis.

The staff of the Criminal Justice Education Project, working within the constraints of a limited time frame and limited resources, has attempted to employ elements of the three strategies reviewed in an effort to develop a meaningful, yet flexible plan for correctional manpower and education in Florida.

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[70] National Advisory Commission on Criminal Justice Standards and Goals: Task Force Report: Corrections (Draft), Chapter 11, p. 139-40, Chapter 13, p. 226-228, Chapter 16, p. 46-47, 81.

The educational goals and workload standards which follow are the result of cooperative planning with the correctional agencies in Florida. These have been developed by utilizing those workload standards recently suggested by national agencies and associations and designing career development plans which are in accord with the strategies previously discussed. The primary limitations of the following goals and standards, other than those previously noted, are that time and resources have not permitted an in-depth task analysis of each position.

In this report, when reference is made to the "recommended standards", that reference pertains either to the national commission reports, or to the John Howard Associates' specific recommendations to the Florida Criminal Justice Committee.[71] The distinction will be made at the time of reference. For example, in calculating the number of habilitation workers presently needed in Florida and in projecting the numbers needed by 1980, we have used the worker-client, worker-supervisor ratios as recommended by the Joint Commission and the President's Commission reports. Both recommend a ratio of one counselor per caseload of thirty-five offenders, and one supervisor for every six line field-workers. This standard has been applied to field practices in both juvenile and adult corrections.

Different "standards" have been utilized when dealing with current needs and projected needs for the large juvenile and adult correctional institutions. The approach embraced by the Florida Division of Corrections, (i.e., assuming that these institutions will continue to increase their inmate populations as the total population for the state continues to grow) has been, of necessity, utilized in making manpower projections for the Division of Corrections. It has also been necessary to assume that the ratios will remain, more or less, constant. However, in calculating the present and projected manpower needs for the Division of Youth Services, this agency's projected goals of greatly increasing the number of group home-type, community-based facilities, and decreasing the inmate population of the large training school institutions have been accepted. The "standard" for juvenile institutions, as projected by the Division of Youth Services, entails reducing institutional incarceration over the next decade to the extent that maximum population for the five training schools will be 150 juveniles per institution. The projections in this paper reflect this trend. Also, when calculating the projected manpower needs for the Division of Youth Services, the projections reflect the additional number of workers required to staff the juvenile detention facilities which will be under the jurisdiction of the Division of Youth Services. The "standards" utilized in projecting the number of additional workers required were obtained from the Bureau of Administration in the Division of Youth Services. These standards are: two group homes (one male and one female) for every 100,000 population, and two detention facilities (one secure and one non-secure shelter for every 250,000 population).

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[71] This study was a follow-up to the national studies. The John Howard Associates' was employed by the Criminal Justice Committee of the Florida House of Representatives to make a statewide study of criminal justice in Florida.

Necessity dictated the project staff be somewhat arbitrary with some of the "standards" used to make some of our manpower projections. For example, in projecting the manpower needs for adult correctional institutions, the standard of one institutional worker per three inmates, as recommended by the John Howard Associates has been employed. However, no "standard" was suggested addressing either the proportion of custodial staff to the total number of institutional workers, or the proportion of correctional counselors (classification officers) to the number of correctional officers (custodial). Here again, a "more-of-the-same" approach and today's ratios were the basis for projecting future needs.

The Florida Parole and Probation Commission. For purposes of this study, workload standards and educational goals have been considered only for those personnel who have "treatment client contact" responsibilities. This means that attention has been focused primarily on field personnel. Although central office staff have been included as part of the career development plans, no attempt has been made to determine the number of such persons which should be employed.

The Florida Parole and Probation Commission has accepted the recommendation of the President's Commission on Law Enforcement and the Administration of Justice regarding workload standards for parole and probation officers.[74] The President's Commission recommended: "All jurisdictions should examine their need for probation and parole officers on the basis of an average of 35 offenders per officer, and make an immediate start toward recruiting additional officers on the basis of that examination.[75] The Parole and Probation Commission also accepted the further recommendation of the President's Commission that one full-time supervisor should be assigned for every six full-time parole and probation officers.[76]

It should be again stressed that this workload standard has been adopted as an average caseload size for estimating the magnitude of present and future needs for probation and parole officers. In operation, no single optimum caseload size has been established nor is it desirable to attempt such a standard. It would be a mistake to approach the problem of upgrading community treatment solely in terms of strengthening orthodox supervision to achieve a reduction of caseload sizes to universal maximum standards. Such an approach would ignore the need for specialized caseloads capable of dealing differently with particular types of offenders.

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[74] In 1972 the average caseload for parole and probation officers in Florida was 77.5.

[75] President's Commission on Law Enforcement and Administration of Justice, Challenge of Crime in a Free Society, p. 167.

[76] President's Commission on Law Enforcement and Administration of Justice, Task Force Report: Corrections, p. 207.

The educational goals adopted by the Florida Parole and Probation Commission for parole and probation officers generally agree with those recommended by the President's Commission. The major difference is that the Parole and Probation Commission has been a bit more pragmatic by setting the entry level requirement at the baccalaureate degree rather than the preferred masters degree as suggested by the President's Commission. The Parole and Probation Commission has further indicated that the preferred area of concentration for the entry level officer be in the social or behavioral sciences.

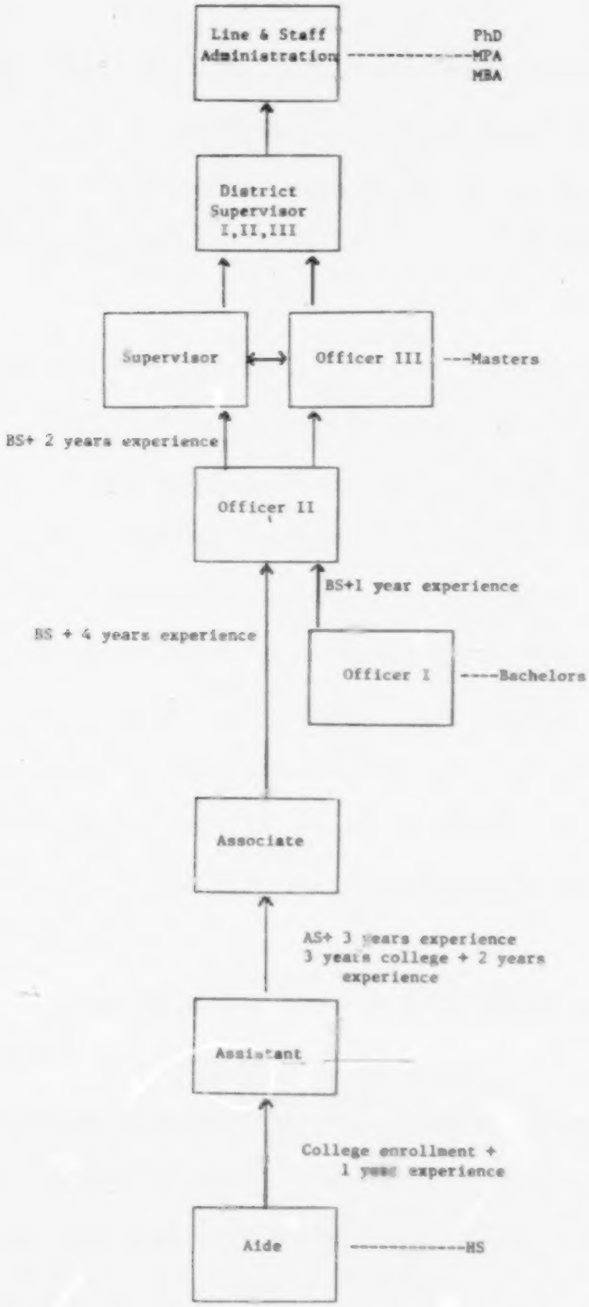
In developing a meaningful plan for career development, the staff of the Criminal Justice Education Project and officials of the Parole and Probation Commission have recommended the creation of a new position titled Probation and Parole Officer III. If created, this position would provide a higher level entry for the new employee with the masters degree while also providing a meaningful advancement for the officer who entered the agency with the baccalaureate, has at least two years experience, and prefers a continued responsibility in a direct treatment role rather than moving to an administrative responsibility.

The Florida Parole and Probation Commission has come to the realization that many of the answers to its manpower needs must be found outside the parameters of the existing system. In 1971 the Commission implemented a program designed to demonstrate that the sub-professional worker could perform many of the tasks traditionally within the service of the parole officer. This New Careers Program is especially geared to utilize many of the special skills of ex-offenders and other persons who do not hold the baccalaureate or masters degree. This position, designated as Parole and Probation Aide, has been of significant impact when dealing with many of the manpower problems found by the Commission.

The influence of the New Careers concept prompted the Commission to work with the Criminal Justice Education Project staff toward developing a meaningful career lattice which incorporates personnel with less than the entry level requirements of the Parole and Probation Officer I. It provides for the creation of the new positions of Parole and Probation Assistant and Parole and Probation Associate. Both positions would require the associate degree. Although little research exists pertaining to the workload standards for these para-professionals, one per three professional positions has been used in this study. This standard has been utilized to provide a basis for projecting manpower needs and is not to be construed as an inflexible figure. Undoubtedly, this workload standard will be modified as this type of personnel is more widely utilized in performing duties not requiring the special educational preparation of the officer, and as more extensive research is conducted. Through the creation of such positions at the para-professional level (i.e., less than the baccalaureate degree) the Parole and Probation Commission will be able to effect a more efficient utilization of professional personnel. Not only will this staffing arrangement more effectively use professional personnel, but it also allows the utilization of new previously untapped sources of manpower.

The center column in the diagram is the actual career lattice. It illustrates a worker's ability to enter the system at any level and through continuing education and skill acquisition, move up the lattice to higher administrative positions. Because the probation/parole officer career sequence is unique, only one incidence of horizontal movement appears on this lattice. However, this is an important move not possible under the present system. The proposed lattice procedure enables an effective field worker to be promoted to Probation/Parole Office III without forcing him into a supervisory position (presently the case). Experience demonstrates that a very effective field worker may have neither the desire nor the aptitude for a supervisory position. This proposed position (Probation/Parole Officer III) also has the added advantage of providing an entry level for the practitioner who has earned a masters degree. Under the present system, no direct entry-level position for the holder of a masters degree exists.

Notice that the entry level for the baccalaureate degree remains Probation/Parole I. However, the difference between this proposed career lattice and the old system is that the proposed allows credit for the employee who continues his education. By acquiring the baccalaureate


Line & Staff Administration
PhD
MPA
MBA
District Supervisor I,II,III
Supervisor
Officer III
---Masters
BS+ 2 years experience
Officer II
BS+1 year experience
BS + 4 years experience
Officer I
----Bachelors
Associate
AS+ 3 years experience
3 years college + 2 years experience
Assistant
College enrollment + 1 year experience
Aide
------------HS

PAROLE AND PROBATION COMMISSION
CAREER LATTICE

FIGURE 56.

degree through a work-study program or some other plan, an individual may also receive credit for his experience and thereby advance directly from the Probation/Parole Associate position to Probation/Parole Officer II.

Prior to the development of this career lattice, a major weakness in the Commission's career program was the lack of opportunity for intermediary advancement between the lowest, para-professional entry level, and the next level which was considered professional. Consequently, this career lattice changes the lowest entry level classification from Probation/Parole Assistant to Probation/Parole Aide, and adds two new para-professional positions: Probation/Parole Assistant, and Probation/Parole Associate. The Probation/Parole Assistant position provides a direct entry position for the holder of an associate degree.

The purpose of Figure 56's right-hand column is to illustrate that students completing advanced college degree programs can enter the system at higher level positions. The diagram also denotes that required degrees will be more specifically related to the skills required, i.e., Behavioral Sciences, Criminology/Corrections, Counseling, or Social Work.

The left side of Figure 56 illustrates that regardless of what level an individual enters the system, his formal and informal education/training can continue, thus, one need not be locked in at any level. On the contrary, individuals are encouraged, for personal job statisfaction (and for the agency's edification), to be prepared or be preparing for

1980 MANPOWER PROJECTIONS FOR PAROLE AND PROBATION

State Summary

1972 Manpower		1980 Projected Manpower		5% Annual Attrition Factor		Total Increase Necessary for Projected Need		Average Annual Need	
Pro	Para	Pro	Para	Pro	Para	Pro	Para	Pro	Para
643	85	1618	462	538	127	1513	504	190	63

Figure 57.

qualification on the next rung in the career ladder.

In 1972, the average caseload for parole and probation officers was 77.5 clients. Even though comprising a reduction from the previous year, it is far in excess of the recommended standard of 35 cases per officer. Manpower projections through 1980 for parole and probation officers are based on this recommended standard with the goal that it and other manpower standards will be realized by that time.

Reducing today's caseloads to the recommended level would require employment of an additional 629 persons in the parole and probation officer function, or a total of 1147 personnel.

The ratio of one full-time supervisor to every six client contact officers has also been recommended. This National Professional Standard is now being realized and projections of manpower through 1980 have been made accordingly.

With the current trend toward utilizing para-professional manpower in the field of habilitation, the Commission is moving accordingly with a goal of one para-professional for every three professionals. To currently realize this 1 to 3 ratio fo para-professional to professionals, an additional 88 para-professionals are needed for a net total of 173 personnel.

It is projected that to achieve and maintain these discussed standards by 1980, 1618 professionals and 462 para-professionals will be required. When an estimated 5 percent new para-professionals must be employed by the Parole and Probation Commission, these projections indicate an average annual need for this agency of 190 professional and 63 para-professional to the year 1980.

The Florida Division of Corrections. A number of problems built into the existing staffing patterns at the Division of Corrections had to be identified before a career lattice could be designed.

The most critical problems were: (1) two points of entry into the system existed--one for high school graduate and another for college graduates. There was no direct entry for the correctional worker with an associate degree, or with a masters degree. (2) There were two clearly defined career sequences (custodial and treatment) with no planned way to move from one sequence to another. (3) The correctional counselor position (for the new community correctional centers) was not well enough defined to be considered a third career sequence. Consequently, it was dove-tailed into the custodial sequence thereby, providing no direct entry position from outside the institution. (4) Finally, employing ex-offenders, usually necessitated employing them "out of class", e.g., employing ex-offenders as Correctional Officer I, even though assigned duties as a Community Correctional Counselor I.

The career lattice attempts to solve the aforedescribed problems by providing a realistic entry level for each higher academic degree (providing the degree has the built-in skill training and knowledge base considered requisite for the position). To accomplish this, one additional position was created, that of the Correctional Counselor Aide. This permits hiring ex-offenders directly from institutional programs thereby, alleviating the fourth problem listed, and providing for employing the ex-offender without necessitating "out of class" employment.

The above problems two and three required that several old positions be reclassified in order that career mobility between the heretofore closed sequences include horizontal movement. Perhaps the most crucial change suggested by the career lattice is the three entry ports open to the worker with the bachelors degree. Whereas before the only direct entry port for the holder of a bachelors degree was Classification Officer I, the career lattice provides that a worker with a bachelors degree may enter the system by way of an institution (Correction Officer Supervisor) or by the traditional entry of Classification Officer I. Using the career lattice as a guide, allowance is made for career mobility from any position on the lattice.

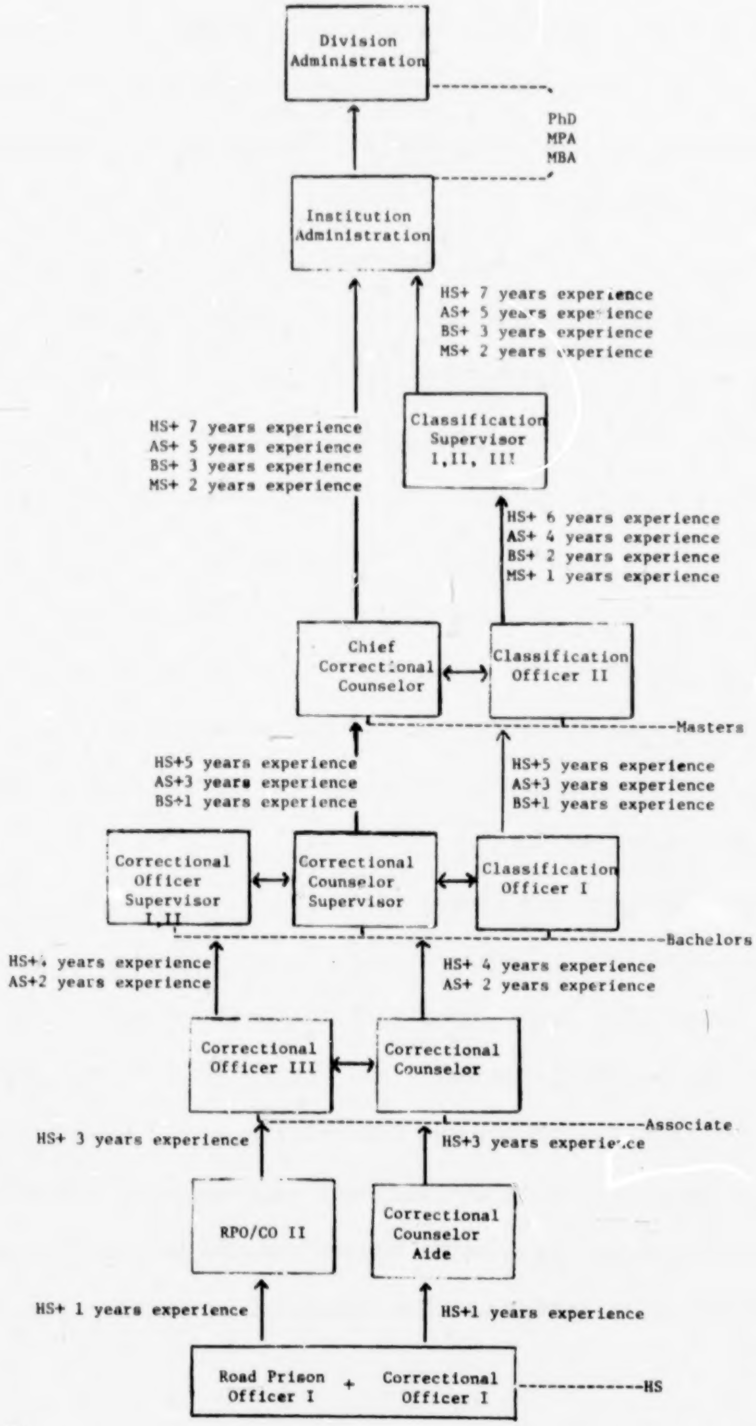
New or changed positions:

1. Correctional Counselor Aide - new position.
2. Note that Tower Guard position has been eliminated.
3. Correctional Counselor, Correctional Counselor Supervisor, and Chief Correctional Counselor have all been upgraded.

For the Division of Corrections, professional standards recommended by the John Howard Associates report and the National Commission reports were utilized to assess current levels of correctional manpower.

Figure 58.

Division of Corrections
Career Lattice


Division Administration
PhD
MPA
MBA
Institution Administration
HS+ 7 years experience
AS+ 5 years experience
BS+ 3 years experience
MS+ 2 years experience
Classification Supervisor I, II, III
HS+ 7 years experience
AS+ 5 years experience
BS+ 3 years experience
MS+ 2 years experience
HS+ 6 years experience
AS+ 4 years experience
BS+ 2 years experience
MS+ 1 years experience
Chief Correctional Counselor
Classification Officer II
Masters
HS+5 years experience
AS+3 years experience
BS+1 years experience
HS+5 years experience
AS+3 years experience
BS+1 years experience
Correctional Officer Supervisor I, II
Correctional Counselor Supervisor
Classification Officer I
Bachelors
HS+4 years experience
AS+2 years experience
HS+ 4 years experience
AS+ 2 years experience
Correctional Officer III
Correctional Counselor
Associate
HS+ 3 years experience
HS+3 years experience
RPO/CO II
Correctional Counselor Aide
HS+ 1 years experience
HS+1 years experience
Road Prison Officer I
+
Correctional Officer I
HS

When the 1980 manpower projections were made, current manpower levels met the recommended standards.

In June 1972, the total inmate population under the Divisions' charge numbered 10102 persons. The total number of staff was 2,714. Recommended standards suggest a staff to inmate population ratio of one to three minimal. To achieve this recommended ratio at this time, 653 additional staff must be employed thus raising the net total to 3,367. Since the number of inmates is roughly proportional to the state population, it is projected that by 1980 the Division will need a staff of 4,071 personnel to realize the recommended standard of one staff member for every three inmates. When an attrition factor of five percent per annum is included, the total manpower necessary to meet this projected need is 3019 persons or 377 annually until 1980.

Since no standards exist to recommend the proportion of custodial or treatment staff to the total number of institutional workers, 1980 manpower projections have utilized the current ratio of these personnel classifications. The custodial staff now includes 1,397 persons. Projecting the need for custodial manpower to 1980, a total of 2096 persons would be necessary. Including attrition, total manpower increase of 1555 persons is necessary by 1980 to meet projected demand for custodial personnel.

The 1980 manpower projections for treatment staff as well as supervisory and administrative personnel were calculated in this same manner.

There are currently 294 treatment personnel with projections calling for 441 persons by 1980. Including 5 percent annual attrition, 327 individuals will be required.

The projected need by 1980 for supervisory and administrative personnel is 164 persons which is 67 more than the 109 currently employed. Including attrition, 122 new persons will be needed.

In relating these manpower projections back to the proposed career lattice, the difference between the total number of staff members and the sums of those employed in the custodial treatment and supervisory and administrative functions results from excluding certain positions not specific to the correctional field and, therefore, not analyzed for the purpose of this study.

Finally, relating these projections to the previously discussed categories of para-professional and professional as determined by educational requirement, it should be noted that the functional categories of custodial, treatment, supervisory and administrative personnel all contain a mixture of the two. Therefore, projections could not be made with the criteria of para-professional and professional as a base as could for example, parole and probation projections. The distribution of these para-professional and professional levels as they would occur within the projected manpower figures can be discussed in light of, first, how they now exist and, second, the effect that upgrading certain positions and

1980 PROJECTED MANPOWER FOR THE DIVISION OF CORRECTIONS

State Summary

1972 Manpower		1980 Projected Manpower		5% Annual Attrition Factor		Total Increase Necessary for Projected Need		Average Annual Need	
Pro	Para	Pro	Para	Pro	Para	Pro	Para	Pro	Para
120	1680	316	2385	104	999	300	1704	38	213

Figure 59.

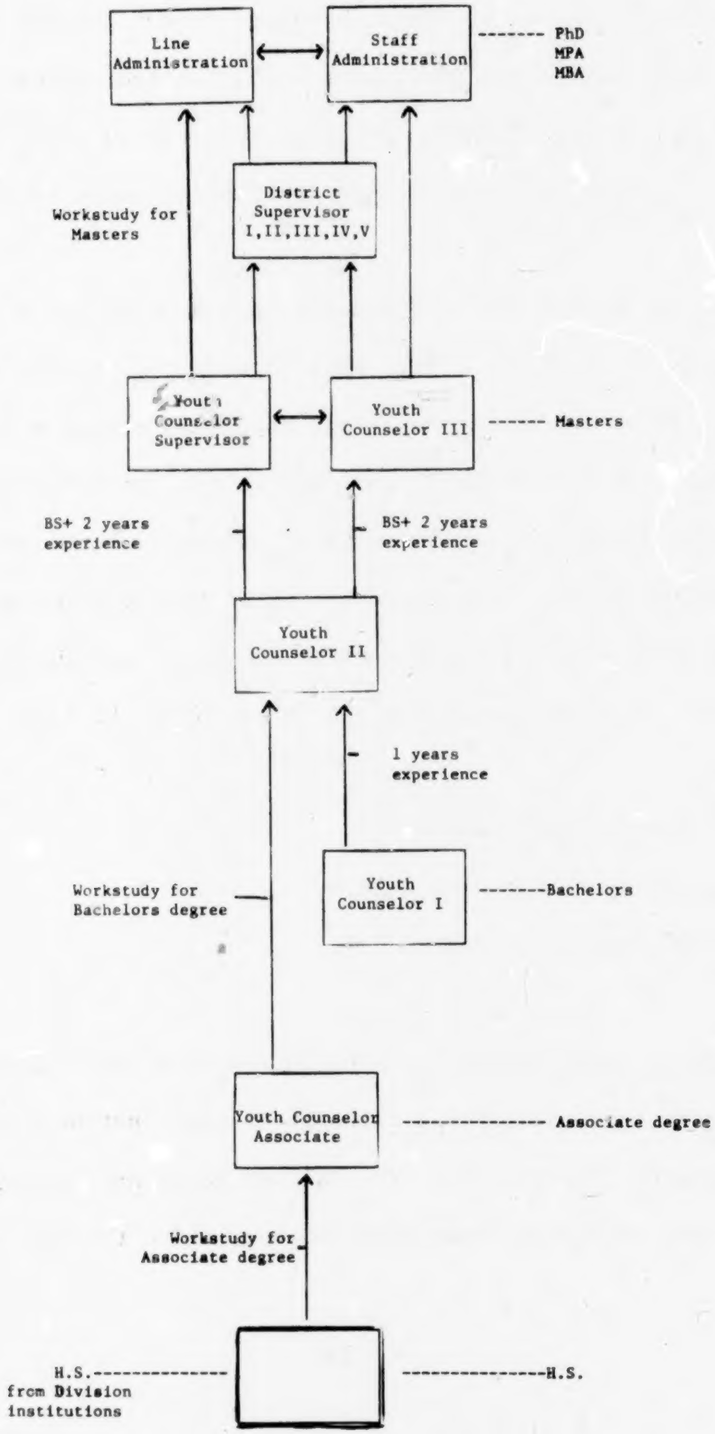
creation of new positions might have.

Currently, because of educational requirements, 1680 positions would fall into the category of para-professional by virtue of requiring a high school degree or below. There are 120 positions for which the bachelor degree or above is required. By 1980, including the recommended up-grading of certain positions and the new para-professional positions suggested, 2385 para-professional positions should exist of the 2701 custodial, treatment and supervisory, and administrative positions projected with the remaining 316 being professional positions. With attrition included, the total new manpower necessary to meet the projected need for the para-professional and professional levels would be 1704 and 300 individuals, respectively. The average annual need would be 213 para-professionals and 38 professionals.

The Florida Division of Youth Services. The Florida Division of Youth Services houses units which provide both institutional and field services for juveniles in the state. As previously enumerated these units are the Bureau of Field Services, the Bureau of Group Treatment, and the Bureau of Training Schools. Each unit of the Division of Youth Services, in conjunction with the Criminal Justice Education Project staff, has developed a separate career lattice to project its manpower requirements. The following sections describe this cooperative planning effort.

Figure 60.

Bureau of Field Services, Division of Youth Services
Career Lattice


Line Administration
Staff Administration
PhD
MPA
MBA
District Supervisor I,II,III,IV,V
Workstudy for Masters
Youth Counselor Supervisor
Youth Counselor III
Masters
BS+ 2 years experience
BS+ 2 years experience
Youth Counselor II
1 years experience
Workstudy for Bachelors degree
Youth Counselor I
Bachelors
Youth Counselor Associate
Associate degree
Workstudy for Associate degree
H.S. from Division institutions
H.S.

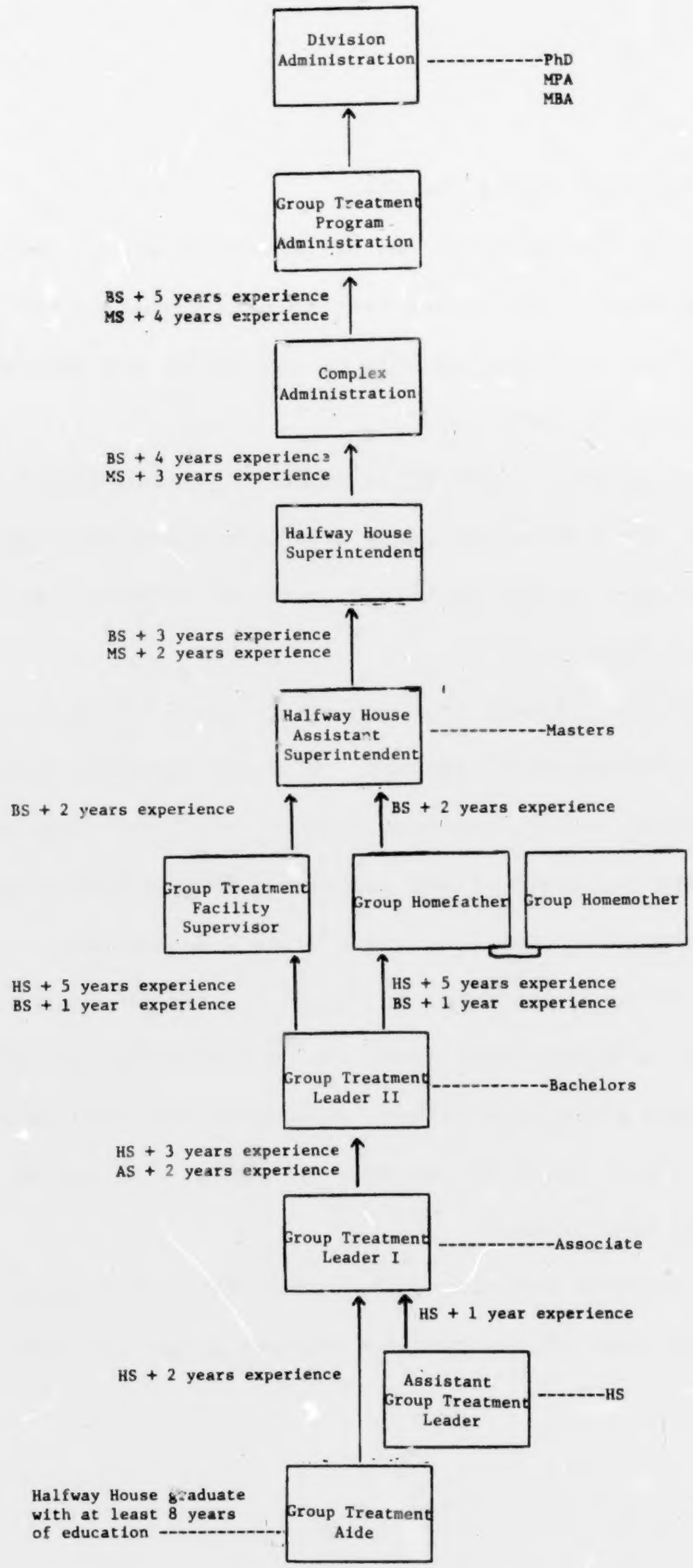
Bureau of Field Services. As suggested earlier, the Division of Youth Services, Bureau of Field Services' career lattice is almost identical to that of the Parole and Probation Commission. Rather than the job title being Probation Officer, this Bureau calls its field worker a Youth Counselor although the job description would be essentially the same.

Also, the Bureau of Field Services has no experience using paraprofessionals. Therefore, both positions on the lattice below Youth Counselor I are new positions. Note that this bureau eliminated the "assistant" position formerly included in the Probation/Parole Commission lattice and designated the "associate" position as the entry level for the associate degree. The desirability of this gap between the Youth Counselor Associate positions must be subjected to subsequent consideration.

New positions suggested for the Bureau of Field Services in the lattice includes:

1. Youth Counselor Aide
2. Youth Counselor Associate
3. Youth Counselor III.

Bureau of Group Treatment. The Bureau of Group Treatment has four types of treatment facilities although in some instances the types vary more in degree than in kind. The Halfway House may provide residence for 25-30 youth, providing supervised programs while the residents go to school


Division Administration
PhD
MPA
MBA
Group Treatment Program Administration
BS + 5 years experience
MS + 4 years experience
Complex Administration
BS + 4 years experience
MS + 3 years experience
Halfway House Superintendent
BS + 3 years experience
MS + 2 years experience
Halfway House Assistant Superintendent
Masters
BS + 2 years experience
BS + 2 years experience
Group Treatment Facility Supervisor
Group Homefather
Group Homemother
HS + 5 years experience
BS + 1 year experience
HS + 5 years experience
BS + 1 year experience
Group Treatment Leader II
Bachelors
HS + 3 years experience
AS + 2 years experience
Group Treatment Leader I
Associate
HS + 1 year experience
HS + 2 years experience
Assistant Group Treatment Leader
HS
Halfway House graduate with at least 8 years of education
Group Treatment Aide

BUREAU OF GROUP TREATMENT, DIVISION OF YOUTH SERVICES
CAREER LATTICE

FIGURE 61.

or work in the community during the day.

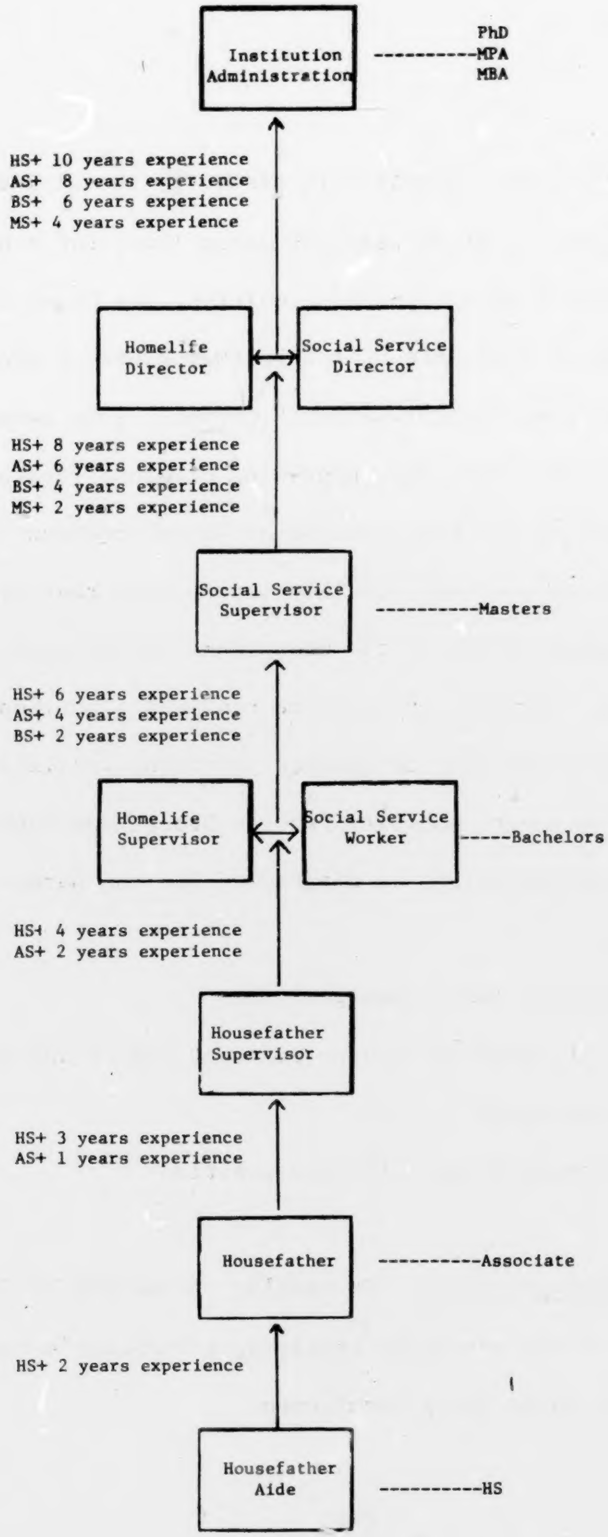
The START Center is similar to the Halfway House except these youth need closer supervision. Not having been able to adjust to the public school, residents are held more closely to the center and receive their classroom instruction at the facility.

The TRY Center is not a residential center. Youth assigned to a TRY Center are involved in guided group interaction and other group activity during the day, but are permitted to reside in their own homes or an approved foster home.

The Group Home is different from the other three. This is a home setting with two "professional" parents. With the possible exception of an occasional weekend relief "resident leader", the Group Home parents are the only career employees of the facility. These children attend public schools, community churches, and live as a family unit.

The career lattice (illustrated in Figure 61) for the Bureau of Group Treatment provides a higher entry level for each sucessively higher ranked academic degree (see right hand column) as well as the opportunity to advance from one career level to the next by continued education and skill training (see left hand column).

While adding only two positions, the career lattice suggests the need to possibly change some job descriptions and pay grades for some existing positions.


Institution Administration
PhD
MPA
MBA
HS+ 10 years experience
AS+ 8 years experience
BS+ 6 years experience
MS+ 4 years experience
Homelife Director
Social Service Director
HS+ 8 years experience
AS+ 6 years experience
BS+ 4 years experience
MS+ 2 years experience
Social Service Supervisor
Masters
HS+ 6 years experience
AS+ 4 years experience
BS+ 2 years experience
Homelife Supervisor
Social Service Worker
Bachelors
HS+ 4 years experience
AS+ 2 years experience
Housefather Supervisor
HS+ 3 years experience
AS+ 1 years experience
Housefather
Associate
HS+ 2 years experience
Housefather Aide
HS

BUREAU OF TRAINING SCHOOLS, DIVISION OF YOUTH SERVICES
CAREER LATTICE

FIGURE 62.

Although an 8th grade education is presently the minimum qualification for the lowest position, it is also the entry level for a high school graduate. The proposed lattice suggests another position, the Group Treatment Aide, be added to allow former residents of the Halfway House or START Center to enter into a new career as a "treatment" person. This provides proper stratification and justifies both upgrading of Group Treatment Leader position, and creating the new position of Group Treatment Leader II. The proposed new position would include supervisory responsibility.

To avoid the possibility of the Group Home Father position becoming a "locked-in" career position, the lattice provides a horizontal movement potential from the Group Home to another treatment facility, thereby, re-opening the path of upward mobility for the Group Home Father.

New, or changed, positions as diagrammed for the Bureau of Group Treatment include:

1. Group Treatment Aide - new position
2. Upgrading of Assistant Group Treatment Leader and Group Treatment Leader positions
3. Group Treatment Leader II - new position

Bureau of Training Schools. Presently, the Bureau of Training Schools has two distinct career sequences requiring a bachelor's degree (any bachelor's degree) as an entry requirement.

The career lattice creates a single career sequence by permitting a cross-over at the Homelife Supervisor-Social Service Worker level. While the BA/BS degree remains a requirement for direct entry into the system as a social service worker, the career lattice provides promotion opportunities via experience plus additional skill training for individuals who entered the system directly at a lower level.

Housefather Aide is the only new position suggested by the career lattice. This position becomes the lowest entry level. Accepting this new position forces the upgrading of the two career positions immediately above this lowest entry position, e.g., the Housefather position requiring an AA/AS degree for direct entry or at least two years experience as a Housefather Aide.

The career lattice substitutes the existing position titled "Clinical Social Worker" with position called "Social Service Supervisor."

New positions, or changed positions suggested by the career lattice include:

1. Housefather Aide - new position
2. Housefather - changed (upgraded) position
3. Social Service Supervisor - changes (eliminated the Clinical Social Worker position).

The manpower analyzed in this Division of Youth Services study were those positions outlined in the proposed career lattices for the Bureau of Field Services, Group Treatment, and Training Schools. The standards used to project the necessary manpower in 1980 are identical to those recommended for personnel in Parole and Probation and the Division of Corrections.

The Bureau of Field Services is to juvenile treatment as the Parole and Probation Commission is to adult offenders. The nationally recommended standard of one counselor for every thirty-five cases is presently being realized by this bureau. The recommended standard of one full-time supervisor to every six client-contact officers is also operant.

While no para-professional level positions exist at this time, the developed career lattice for this bureau introduces two new positions at this level - Youth Counselor Associate and Youth Counselor Aide. Projections of manpower at the para-professional level were predicated on the recommended goal of one para-professional for every three professional treatment personnel.

For the purposes of this study, 752 personnel within the Bureau of Field Services were analyzed. Six hundred are professional level youth counselor positions with the remaining 152 personnel holding supervisory and administrative roles. All current positions are professional positions.

Standards recommended by the 1980 manpower projections were achieved, the initiation of para-professional positions were anticipated, and the necessary manpower requirements projected. By 1980, the manpower need for youth counselor will be 725 to maintain the recommended standard of a 35 client maximum per individual caseload. Including a 5 percent attrition estimate, 453 new personnel will be required to meet projected needs.

By 1980, a projected need of 177 supervisory and administrative personnel is estimated. Including attrition, a total of 106 new personnel must be employed to meet this projected demand. Para-professional projections call for an increase of 242 by 1980. Since no such positions exist at this time, an annual attrition rate was not calculated.

Within the Bureau of Group Treatment 39 professional and 59 para-professional positions currently exist and were analyzed in this study. If the proposed career lattice were implemented today, some 25 of these para-professional positions would be upgraded and would require a baccalaureate degree. For the Bureau of Training Schools, some 40 individuals would be affected. This must be kept salient when the manpower projections are made.

The recommended standards applied when evaluating current manpower as well as projecting 1980 manpower are similiar to those used for the Division of Corrections. The rationale is that these two bureaus of the Division of Youth Services functionally correspond to the Division of Corrections. The recommended standard of one staff position for every three persons confined accords both bureaus adequate staffing.

When projecting manpower to 1980, a total of 117 and 507 personnel are needed by the Bureau of Group Treatment and the Bureau of Training Schools respectively.

For the Bureau of Group Treatment, 76 professional and 41 para-professional positions will be needed to comprise the 117 total projected manpower. The Bureau of Training Schools will require 99 professionals and 408 para-professionals totaling to 507 by 1980. These projections for both bureaus reflect the upgrading of personnel as defined in the proposed career lattices for each bureau.

When the annual attrition rate was included, 66 new professional and 7 new para-professional personnel were required to meet this projected demand in the Bureau of Group Treatment. For the Bureau of Training Schools, 91 new professionals and 226 new para-professionals are required to meet the manpower need.

To summarize the estimated manpower requirements in 1980 for these bureaus, a total of 1077 professional and 691 para-professional is projected. When attrition is included, employment of 716 new professional and 475 new para-professionals will be required to meet the projected demand. The total requirement indicates an average annual need for 89 professional and 59 para-professional personnel for this division of the state habilitation process.

1980 MANPOWER PROJECTIONS SUMMARIZING
THE BUREAUS OF THE DIVISION OF YOUTH SERVICES

State Summary

1972 Manpower		1980 Projected Manpower		5% Annual Attrition Factor		Total Increase Necessary for Projected Need		Average Annual Need	
Pro	Para	Pro	Para	Pro	Para	Pro	Para	Pro	Para
832	437	1077	691	471	221	716	475	89	59

Figure 63.

Summary.

The manpower needs in the various habilitative services agencies in Florida, as the preceeding section shows, are both quantitatively and qualitatively acute.

A manpower profile for each subsystem of the Criminal Justice System reveals currently employment of 1595 professional and 2202 para-professional personnel. In order to achieve the total manpower force required for 1980, this number must be increased to 3011 professionals with a supporting staff of 3538 para-professionals. Utilizing a minimal 5 percent annual turnover rate resulting from such factors as retirement, death and change of employemnt, these three agencies will lose 1113 professional and 1347 para-professional personnel between now and 1980. Turnover combined with desired growth, projects the total need for new personnel to be 2529 professional and 2683 para-professionals.

Assuming a linear progression of population growth to the year 1980, the above projections would result in an average annual need for 317 professional personnel and 335 para-professional staff.

1980 PROJECTED MANPOWER FOR FLORIDA'S HABILITATION AGENCIES--
DIVISION OF CORRECTIONS, DIVISION OF YOUTH SERVICE, PAROLE AND PROBATION COMMISSION

State Summary

1972 Manpower		1980 Projected Manpower		5% Annual Attrition Factor		Total Increase Necessary for Projected Need		Average Annual Need	
Pro	Para	Pro	Para	Pro	Para	Pro	Para	Pro	Para
1595	2022	3011	3538	1113	1347	2529	2683	317	335

Figure 64.

PART V

EDUCATIONAL PROGRAMS TO MEET CRIMINAL JUSTICE MANPOWER REQUIREMENTS TO 1980:

FINDINGS AND RECOMMENDATIONS

The primary objective of this study is to recommend educational responses which will address most appropriately the manpower requirements of the criminal justice system in Florida to the year 1980. However, as discussed in detail elsewhere in this document, the primary determinants of needed educational programs are an assessment of manpower, both in terms of determining current status and setting quantitative as well qualitative goals and standards based on functional job analysis and tasking requirements.

The manpower standards and goals previously discussed in Part IV were developed in concert with appropriate agency personnel for the general purpose of establishing a basis for making decisions regarding needed educational responses. It is beyond the jurisdictional limitations of the State University System and the State Division of Community Colleges to formalize these manpower standards and goals beyond that of providing this basic criteria for projecting educational programs. Such decisions must remain with the appropriate representatives of agencies which employ these individuals. Therefore, it is beyond the scope and purpose of this study to suggest the sponsors of the project formally recommend these standards for criminal justice personnel in the State of Florida.

The project staff hastens to reiterate, however, that the recommendations which follow are, in large part, a response to manpower requirements as identified in cooperation with the various employing agencies throughout the state. It is anticipated that the quantitative and qualitative goals and standards upon which these recommendations are based, will be adopted by an appropriately designated entity in the near future. Education cannot compel the operating agencies to adopt and maintain educational standards for practicing personnel. However, it is the responsibility of education to respond to identified manpower requirements in order for employing agencies to have a source of manpower adequate to their needs--both current and projected.

Criminal Justice Education in Florida: The Required Quantitative Response.

Based on the education and workload standards and goals and the manpower projections developed in Part V, the quantitative response of each State University System and each Division of Community Colleges schools necessary for actualization of these manpower needs was determined. The following tables provide the projected manpower requirements for each of the three criminal justice subsystems to 1980.

In each of these three subsystems current manpower and projected needs are geographically stratified by the state university service districts or community college districts described in Chapter 5. Thus, in each subsystem, while statewide projections have been determined, more crucial to this study are the manpower projections by individual service districts. These projections are essential in developing appropriate responses as each school is responsible for providing the educational opportunities necessary to meet the criminal justice manpower needs of its district. By utilizing these projected manpower distributions, particularly the average annual manpower need--a figure that represents new system personnel--each school can better anticipate and structure its criminal justice education program. Of course these projected annual needs represent the criminal justice education consumer at the pre-practitioner level while the gross 1972 manpower levels for each school represent the criminal justice education base for in-service continuing education. In planning for educational response to meet both the pre-service and in-service needs for criminal justice higher education, each school must examine the proportional distribution of these two factors. In this manner programs to meet both the combined and discrete needs of these two types of criminal justice students may be viably structured and appropriately operationalized.

Police Services. Although the total net gain in police services personnel is 2758 sworn officers, based on our conservative 5 percent attrition estimate, the total gross input of new personnel is 9975 officers. Figure 65 indicates this manpower projection distributed by each state university district while Figure 66 similarly distributes these police personnel by each community college district.

The state universities range from the 468 current in-service level and 42 new annual entry personnel projected within the University of Florida's district--although this school currently has no criminal justice program--to the large metropolitan manpower pool of Florida International University's service district totalling a current manpower base of 2981 and a projected annual need of 275 personnel. In a similar manner, the community college district projections range from Chipola Junior College's 48 sworn officer constituency with a projected annual need of only 3 new entry personnel, to Miami-Dade Junior College's district which currently includes 2838 sworn officers and projects an average annual increase need of 261 personnel.

POLICE SERVICE MANPOWER PROJECTIONS TO 1980
BY UNIVERSITY DISTRICT

	1972 Manpower	1980 Projected Manpower	5% Annual Attrition Factor	Total Increase Necessary to Meet Projected Needs	Projected Average Annual Need
Florida Atlantic University	2335	3002	1318	1985	248
Florida International University	2981	3558	1620	2197	275
Florida State-University/Florida A&M University	1991	2159	1033	1201	150
Florida Technological University	1492	1909	840	1257	157
University of Florida	468	550	252	334	42
University of North Florida	930	1052	492	614	77
University of South Florida	2526	3032	1377	1883	235
University of West Florida	457	523	243	309	39
TOTAL OF ALL	13180	15777	7175	9780	1223

NOTE: Twelve persons are not included under 1972 manpower because information regarding their geographic location was not obtained. The absence of this data is reflected throughout the table and while insignificant, affects the TOTALS for the data presented. Refer to "STATE SUMMARY OF POLICE SERVICES' MANPOWER PROJECTIONS" for correct TOTALS.

Figure 65.

POLICE SERVICE MANPOWER PROJECTIONS TO 1980
BY COMMUNITY COLLEGE DISTRICTS

	1972 Manpower	1980 Projected Manpower	5% Annual Attrition	Total Increase Necessary to Meet Projected Needs	Projected Average Annual Need
Brevard CC	314	335	162	183	23
Broward CC	1302	1719	745	1162	145
Central Fla. CC	116	142	64	90	11
Chipola JC	48	51	25	28	3
Daytona Beach CC	267	323	146	202	25
Edison CC	304	428	179	303	38
Fla. JC	856	957	450	551	69
Fla. Key CC	87	89	44	46	6
Gulf Coast CC	115	124	60	69	9
Hillsborough CC	794	896	420	522	65
Indian River JC	228	276	125	173	22
Lake City CC	47	54	25	32	4
Lake Sumter CC	104	119	55	70	9
Manatee CC	329	409	182	262	33
Miami-Dade JC	2838	3387	1543	2092	261
North Fla. JC	69	70	35	36	4
Okaloosa Walton JC	82	97	44	59	7
Palm Beach JC	787	985	438	636	79
Pasco-Hernando CC	95	130	55	90	11
Pensacola JC	260	296	138	174	22
Polk CC	314	374	170	230	29
St. John's River JC	80	95	43	58	7
St. Petersburg JC	774	864	407	497	62
Santa Fe JC	287	342	156	211	26
Seminole JC	125	177	74	126	16
South Fla. JC	76	89	41	54	7
Tallahassee CC	1764	1987	932	1155	144
Valencia CC	718	1020	427	729	91
TOTAL	13,180	15,835	7185	9840	1228

NOTE: Twelve persons are not included under 1972 manpower because information regarding their location was not obtained. The absence of this data is reflected throughout the table and while insignificant, affects the TOTALS for the data presented. Refer to "STATE SUMMARY OF POLICE SERVICES' MANPOWER PROJECTIONS" for correct TOTALS.

Figure 66.

Adjudication. The projected manpower needs of Florida's trial court system by university district is provided in Figure 67. While Full Time Equavalent (FTE) manpower for non-professional court personnel was determined in Chapter 2, it is not included in this projection as non-professional status is defined as those personnel not required to have more than a high school education as a basic educational criterion. Thus, the current manpower requirements, projections and average annual need of adjudication personnel in each university district includes only judges, professional and para-professional positions.

Figure 68 indicates the current projected distribution of FTE circuit court personnel, as determined by the methods described in Chapter 2, by judicial circuit for each of the state universities. Figure 69 makes similar projections for county court personnel. Both Figures 68 and 69 are stratified by court function--judicial, operations or support--and indicate the projected current FTE requirements for professional, para-professional, and non-professional personnel.

Projected court manpower needs for each community college district are provided in Figure 70. Current FTE requirements for circuit court personnel by community college district are given in Figure 71, while Figure 72 provides a similar breakdown of personnel for the county courts within each community college district.

1980 PROJECTED MANPOWER
FOR COURT PERSONNEL
BY UNIVERSITY DISTRICT

	1972 Manpower			1980 Projected Manpower			Annual 5% Attrition Rate			Total Increase Necessary to Meet Projected Need			Average Annual Need		
	Judges	Pro	Para	Judges	Pro	Para	Judges	Pro	Para	Judges	Pro	Para	Judges	Pro	Para
Fla. Atlantic Univ.	65	71	232	79	86	281	36	39	127	50	54	176	6	7	22
Fla. International Univ.	82	101	324	99	121	388	45	55	176	62	75	240	8	9	30
Fla. State Univ./ Fla. A&M Univ.	25	23	92	30	28	112	14	13	51	19	18	71	2	2	9
Fla. Tech. Univ.	54	57	190	65	69	230	29	31	104	38	43	144	5	5	18
Univ. of Fla.	33	30	122	41	37	150	18	17	67	26	24	95	3	3	12
Univ. of North Fla.	34	35	118	41	42	142	19	19	64	26	26	88	3	3	11
Univ. of South Fla.	92	94	321	111	113	386	50	51	176	69	70	241	9	9	30
Univ. of West Fla.	24	22	84	29	27	103	13	12	46	18	17	65	2	2	8
TOTAL*	409	432	1482	495	523	1792	224	237	811	310	328	1121	39	40	140

*Rounded to the nearest whole number

Figure 67.

THE DISTRIBUTION of CIRCUIT COURT PERSONNEL by UNIVERSITY SERVICE DISTRICT

(Personnel for the Circuit Court functions have been assigned to districts based on the county populations within each circuit and the university district which serves the largest proportion of this population.)

		Operations		Court Support		
	Judges	PRO	PARA	PRO	PARA	NON
Florida Atlantic University (15th, 17th & 19th Circuits)	47	28.9	100	29.6	75.2	141
Florida International University (11th, 16th & 20th Circuits)	55	32.8	116	34.7	88.0	165
Florida State U/ Florida A & M U. (2nd and 14th Circuits)	13	8.5	30	8.2	20.8	39
Florida Tech. University (7th, 9th & 18th Circuits)	27	23.4	80	23.3	59.2	111
University of Florida (3rd, 5th & 8th Circuits)	16	11.1	38	10.1	25.6	48
University of North Florida (4th Circuit)	21	12.6	44	13.2	33.6	63
University of South Florida (6th, 10th, 12th & 13th Circuits)	59	36.6	126	37.1	94.4	177
University of West Florida (1st Circuit)	13	8.2	28.0	8.2	20.8	39
Totals	261	162.1	562.0	164.4	417.6	783

Figure 68.

THE DISTRIBUTION of COUNTY COURT PERSONNEL by UNIVERSITY SERVICE DISTRICTS

		Operations		Court Support		
	Judges	PRO	PARA	PRO	PARA	NON
Florida Atlantic University	18	4.0	30.2	8.7	27.0	72
Florida Internationl University	27	10.2	46.1	23.0	73.5	196
Florida State U/ Florida A & M U.	12	-	23.0	5.9	18.0	48
Florida Tech. University	17	2.2	25.1	7.9	25.5	68
University of Florida	17	-	33.0	8.4	25.5	68
University of North Florida	13	3.0	20.5	6.2	19.5	52
University of South Florida	33	5.2	51.0	15.6	49.5	132
University of West Florida	11	-	18.4	5.3	16.5	44
Totals	148	24.6	247.3	81.0	255.0	680

Figure 69.

1980 PROJECTED MANPOWER FOR COURT PERSONNEL BY COMMUNITY COLLEGE SERVICE DISTRICT

	1972 Manpower			1980 Projected Manpower			5% Annual Attrition Factor			Total Increase Necessary to Meet Projected Need			Average Annual Need		
	Judges	Pro	Para	Judges	Pro	Para	Judges	Pro	Para	Judges	Pro	Para	Judges	Pro	Para
Brevard CC	16	18	53	19	21	62	9	10	29	12	13	38	2	2	5
Broward CC	36	41	127	44	50	155	20	23	70	28	32	98	4	4	12
Central Florida CC	3	2	10	4	3	15	2	1	6	3	2	11	–	–	1
Chipola JC	9	9	34	11	11	42	5	5	19	7	7	27	1	1	3
Daytona Beach CC	13	14	46	16	17	56	7	8	25	10	11	35	1	1	4
Edison JC	13	12	38	16	15	48	7	7	21	10	10	31	1	1	4
Florida JC	32	34	111	39	41	134	18	19	61	25	26	84	3	3	10
Florida Keys CC	4	4	15	5	5	19	2	2	8	3	3	12	–	–	2
Gulf Coast CC	2	1	7	2	1	7	1	1	4	1	1	4	–	–	1
Hillsborough CC	29	32	101	35	39	123	16	18	55	22	25	77	3	3	10
Indian River JC	8	8	30	10	10	38	4	4	17	6	6	25	1	1	3
Lake City CC	11	11	41	k3	13	48	6	6	22	8	8	29	1	1	4
Lake Sumter CC	10	11	37	12	13	44	5	6	20	7	8	27	1	1	3
Manatee JC	12	12	43	15	15	54	7	7	24	10	10	35	1	1	4
Miami-Dade JC	70	87	278	85	106	339	38	48	153	53	67	214	7	8	27
North Florida JC	9	7	34	11	9	44	5	4	19	7	6	29	1	1	4
Okaloosa Walton JC	3	1	10	4	1	10	2	1	5	3	1	5	–	–	1
Palm Beach JC	19	22	68	23	27	83	10	12	37	14	17	52	2	2	7
Pasco-Hernando CC	3	1	10	4	1	10	2	1	5	3	1	5	–	–	1
Pensacola JC	18	19	64	22	23	77	10	10	35	14	14	48	2	2	6
Polk CC	4	2	11	5	3	16	2	1	7	3	2	12	–	–	2
St. Johns River JC	3	2	10	4	3	15	2	1	6	3	2	11	–	–	2
St. Petersburg JC	29	32	101	35	39	123	16	18	55	22	25	77	3	3	10
Santa Fe JC	3	1	10	4	1	10	2	1	5	3	1	5	–	–	1
Seminole CC	2	1	6	2	1	6	1	1	3	1	1	3	–	–	–
South Florida CC	12	13	45	15	16	55	7	7	25	10	10	35	1	1	4
Tallahassee CC	14	13	51	17	16	63	8	7	28	11	10	40	1	1	5
Valencia CC	22	24	78	27	29	94	12	13	43	17	18	59	2	2	7
TOTAL	409	432	1482	495	523	1792	224	237	811	310	328	1121	39	40	140

Figure 70.

THE DISTRIBUTION OF CIRCUIT COURT PERSONNEL BY COMMUNITY COLLEGE DISTRICT

	Judges	Operations Pro	Operations Para	Court Support Pro	Court Support Para	Non
Brevard CC	13	8.2	28.0	8.2	20.8	39
Broward CC	29	17.0	60.0	18.3	46.4	87
Central Fla. CC	-	-	-	-	-	-
Chipola JC	5	3.8	12.0	3.2	8.0	15
Daytona Beach CC	9	6.0	20.0	5.7	14.4	27
Edison JC	7	4.8	16.0	4.4	11.2	21
Fla JC	21	12.6	44.0	13.2	33.6	63
Fla. Key CC	2	1.7	6.0	1.3	3.2	6
Gulf Coast CC	-	-	-	-	-	-
Hillsborough CC	21	12.6	44.0	13.2	33.6	63
Indian River JC	4	3.2	10.0	2.5	6.4	12
Lake City CC	6	4.3	14.0	3.8	9.6	18
Lake Sumter CC	7	4.8	16.0	4.4	11.2	21
Manatee JC	8	5.4	18.0	5.0	12.8	24
Miami-Dade	46	26.3	94.0	29.0	73.6	138
N. Fla	3	2.0	8.0	1.9	4.8	9
Okaloosa-Walton	-	-	-	-	-	-
Palm Beach JC	14	8.7	30.0	8.8	22.5	42
Pasco-Hernando	-	-	-	-	-	-
Pensacola JC	13	8.2	28.0	8.2	20.8	39
Polk CC	-	-	-	-	-	-
St. Johns River JC	-	-	-	-	-	-
St. Petersburg JC	21	12.6	44.0	13.2	33.6	63
Santa Fe JC	-	-	-	-	-	-
Seminole JC	-	-	-	-	-	-
South Fla. JC	9	6.0	20.0	5.7	14.4	27
Tallahassee CC	8	4.7	18.0	5.0	12.8	24
Valencia CC	15	9.2	32.0	9.4	24.0	45
TOTAL	261	162.1	562.0	164.4	417.6	783

Figure 71.

THE DISTRIBUTION OF COUNTY COURT PERSONNEL BY COMMUNITY COLLEGE DISTRICT

		Operations		Court Support		
	Judges	Pro	Para	Pro	Para	Non
Brevard CC	3	-	4.0	1.4	4.5	12
Broward CC	7	2.0	10.4	3.3	10.5	28
Central Fla. CC	3	-	6.0	1.5	4.5	12
Chipola JC	4	-	8.0	2.0	6.0	16
Daytona Beach CC	4	-	6.0	1.9	6.0	16
Edison JC	6	-	11.0	2.9	9.0	24
Florida JC	11	3.0	16.5	5.2	16.5	44
Fla. Key CC	2	-	3.0	.9	3.0	8
Gulf Coast CC	2	-	4.0	1.0	3.0	8
Hillsborough CC	8	2.6	11.8	3.8	12.0	32
Indian River JC	4	-	8.0	2.0	6.0	16
Lake City CC	5	-	10.0	2.5	7.5	20
Lake Sumter CC	3	-	5.0	1.4	4.5	12
Manatee JC	4	-	6.0	1.8	6.0	16
Miami-Dade JC	24	10.2	41.1	21.6	69.0	184
North Fla. JC	6	-	12.0	3.0	9.0	24
Okaloosa-Walton JC	3	-	5.0	1.4	4.5	12
Palm Beach JC	5	2.0	7.8	2.4	7.5	20
Pasco-Hernando CC	3	-	5.0	1.4	4.5	12
Pensacola JC	5	-	7.4	2.4	7.5	20
Polk CC	4	-	5.4	1.9	6.0	16
St. Johns River JC	3	-	6.0	1.5	4.5	12
St. Petersburg JC	8	2.6	11.8	3.8	12.0	32
Santa Fe JC	3	-	5.0	1.4	4.5	12
Seminole JC	2	-	3.0	.9	3.0	8
South Florida JC	3	-	6.0	1.5	4.5	12
Tallahassee CC	6	-	11.0	2.9	9.0	24
Valencia CC	7	2.2	11.1	3.3	10.5	28
TOTAL	148	24.6	247.3	81.0	255.0	680

Figure 72.

Habilitation. A summary of the total state manpower for the three agencies comprising the habilitation subsystem (the Division of Corrections, Divison of Youth Services, and the Parole and Probation Commission) is given in Figure 73. While these figures represent the total scope of state habilitative manpower, each agency is individually examined as its manpower relates to each university and community college district. This individual examination of habilitative manpower by agency was utilized as the most viable method since some school districts primarily serve only one of these agencies, e.g., Chipola Junior College's support of the Division of Youth Services' personnel at Dozier School for Boys in Marianna. In such cases, opinion holds that criminal justice programs for habilitation personnel could be better planned by each individual school if data presenting the habilitative orientation of their in-service and pre-service students were available, i.e., juvenile or adult, institutional custodial or institutional treatment, or non-institutionalized supervision.

Division of Youth Services. The Division of Youth Services manpower analyzed in this study include those positions outlined in the proposed career lattices for the Bureaus of Field Services, Group Treatment, and Training Schools. The standards used to project the necessary year 1980 manpower are identical to those recommended for personnel in the Division of Corrections or the Parole and Probation Commission.

1980 PROJECTED MANPOWER FOR FLORIDA'S HAB[illegible]ATION AGENCIES--
DIVISION OF CORRECTIONS, DIVISION OF YOUTH SERVICE, PAROLE AND PROBATION COMMISSION
STATE SUMMARY

1972 Manpower		1980 Projected Manpower		5% Annual Attrition Factor		Total Increase Necessary to Meet Projected Need		Average Annual Need	
Pro	Para	Pro	Para	Pro	Para	Pro	Para	Pro	Para
1595	2202	3011	3538	1113	1347	2529	2683	317	335

Figure 73.

The Bureau of Field Services functions analogously for juvenile treatment as the Parole and Probation Commission functions for adult offenders. The nationally recommended standard of one counselor per thirty-five cases is presently being realized.

While no para-professional level positions exist at this time, the career lattice proposed for this bureau introduces two new positions of para-professional status--Youth Counselor Associate and Youth Counselor Aide. Manpower projections at the para-professional level were based on the recommended goal of one para-professional per three professional treatment personnel.

For the purposes of this study, 752 personnel within the Bureau of Field Services were considered. Professional level youth counselors comprise 600 of these positions with the remaining 152 personnel in supervisory and administrative roles.

Recommended standards were incorporated when the 1980 manpower projections were made. Also, the initiation of para-professional positions were anticipated by projecting the necessary manpower requirements for these new positions. By 1980, the 752 youth counselors will be needed. Including the 5 percent attrition factor, this equates to a gross total of 453 new personnel.

By 1980, a projected need for 177 supervisory and administrative personnel is anticipated. Including the attrition rate, employment of 106 new personnel is necessary to meet this projected need.

The Bureau of Group Treatment currently employs 38 professional and 59 para-professional individuals. If the proposed career lattice was implemented today, approximately 25 para-professional positions would be upgraded to professional status. Similarly, some 40 personnel within the Bureau of Training Schools would be raised to professional status.

The projections to 1980 indicate 117 personnel will be needed by the Bureau of Group Treatment; the Bureau of Training Schools will require an additional 507 personnel. The Bureau of Group Treatment's 117 additional personnel, include 76 professionals with the remaining 41 positions para-professional. Conversely, the bulk of the projected positions (408) for the Bureau of Training Schools would be para-professional with the remaining 99 positions professional. Projections for both bureaus reflect the proposed upgrading of personnel positions as defined in the agencies' career lattices contained in Chapter 9.

Incorporating the annual attrition rate, 66 new professional and [illegible] new para-professional personnel must be employed to offset attrition loss within the Bureau of Group Treatment. For the Bureau of Training Schools, 91 professionals and 226 new para-professionals will be required to offset attrition loss.

1980 MANPOWER PROJECTIONS FOR THE DIVISION OF YOUTH SERVICES BY UNIVERSITY DISTRICT

	1972 Manpower		1980 Projected Manpower		5% Annual Attrition Factor		Total Increase Necessary to Meet Projected Need		Average Annual Need	
	Pro	Para	Pro	Para	Pro	Para	Pro	Para	Pro	Para
Florida Atlantic Univ.	131	139	177	160	76	66	122	87	15	11
Fla. International Univ.	112	11	139	40	62	4	89	33	11	4
Florida State Univ./ Florida A & M Univ.	64	107	95	136	39	57	70	86	9	11
Florida Tech. Univ.	91	14	116	36	51	6	76	28	9	4
Univ. of Florida	56	151	89	190	35	81	68	120	8	15
Univ. of North Florida	70	6	87	25	39	2	56	21	7	3
Univ. of South Florida	230	6	279	77	126	3	175	74	22	9
Univ. of West Florida	78	3	95	27	43	2	60	26	8	3
TOTAL	832	437	1077	691	471	221	716	475	89	59

Figure 74.

Projected manpower requirements for these three bureaus total 1077 professional and 691 para-professional personnel in 1980. Including attrition, 716 new professional and 475 new para-professional personnel must be employed to meet this projected need.

Figure 74 illustrates the professional and para-professional distribution of the Division of Youth Services personnel by State University System districts. Distribution of these habilitative personnel by Community College District is illustrated in Figure 75.

1980 MANPOWER PROJECTIONS
FOR THE DIVISION OF YOUTH SERVICES
BY COMMUNITY COLLEGE DISTRICT

	1972 Manpower		1980 Projected Manpower		5% Annual Attrition Factor		Total Increase Necessary to Meet Projected Need		Average Annual Need	
	Pro	Para	Pro	Para	Pro	Para	Pro	Para	Pro	Para
Brevard CC	19	-	23	6	10	-	14	6	2	1
Broward CC	54	8	68	20	30	3	44	15	6	2
Central Fla. CC	19	48	36	106	13	36	30	94	4	12
Chipola JC	20	104	40	127	14	56	34	79	4	10
Daytona Beach CC	23	11	32	12	14	5	23	6	3	1
Edison JC	25	-	30	8	14	-	19	8	2	1
Florida JC	61	3	75	21	34	1	48	19	6	2
Florida Keys CC	6	-	7	2	3	-	4	2	1	-
Gulf Coast CC	13	-	16	4	7	-	10	4	1	1
Hillsborough CC	69	3	84	23	38	1	53	21	7	3
Indian River JC	35	123	48	132	20	62	33	71	4	9
Lake City CC	17	103	31	85	12	47	26	29	3	4
Lake-Sumter CC	-	-	-	-	-	-	-	-	-	-
Manatee JC	26	-	31	8	14	-	19	8	2	1
Miami-Dade JC	106	11	131	39	59	5	84	33	10	4
North Fla. JC	5	-	6	2	3	-	4	2	1	-
Okaloosa-Walton CC	25	-	30	8	14	-	19	8	2	1
Palm Beach JC	42	8	54	16	24	3	36	11	4	1
Pasco-Hernando CC	26	-	31	8	14	-	19	8	2	1
Pensacola JC	40	3	50	14	22	1	32	12	4	2
Polk CC	29	-	34	9	16	-	21	9	3	1
St. Johns River JC	14	3	18	6	8	1	12	4	2	1
St. Petersburg JC	47	3	58	16	26	1	37	14	5	2
Santa Fe JC	15	-	18	5	8	-	11	5	1	1
Seminole CC	-	-	-	-	-	-	-	-	-	-
South Florida CC	8	-	10	3	4	-	6	3	1	-
Tallahassee CC	39	3	52	18	22	2	35	17	4	2
Valencia CC	49	3	60	17	27	1	38	15	5	2
TOTAL	832	437	1077	691	471	221	716	475	89	59

Calculations rounded to the nearest whole number

Figure 75.

Division of Corrections. The recommended professional standards developed by the John Howard Associates' and the National Commission's reports were utilized to assess current levels of correctional manpower and project 1980 manpower needs.

In June 1972, the total offender population in the Division's custody numbered 10102 individuals. Staff positions totaled 2714. Recommended standards suggest minimal staff to inmate ratio of one to three. To achieve this recommended ratio today, 3367 personnel must be employed, thus, adding 653 positions. Since the number of inmates is roughly proportional to the state population, in 1980 projections require the Division to employ a staff of 4071 to achieve the recommended standard of one staff member per three inmates. Including the 5 percent attrition factor, a total increase of 3019 or 377 new personnel annually is projected to 1980.

Since no available standards define the appropriate ratio of custodial or treatment staff to the number of institutional workers, the 1980 manpower projections utilized present manpower ratios. The custodial staff presently includes 1397 personnel, and projecting the 1980 need for custodial manpower realizes a total requirement of 2096 personnel. Including the attrition factor, a total increase of 1555 new personnel is anticipated.

The 1980 projections for treatment staff manpower as well as supervisory and administrative personnel were calculated in this same manner.

There are currently 294 treatment personnel with the projected manpower need of 441 personnel. A total of 327 personnel is required to meet the projected need when the 5 percent attrition factor is included. For supervisory and administrative personnel, the projected need in 1980 is 164 personnel, 67 more than currently employed. Including attrition, 122 new supervisory and administrative personnel will be needed to meet projected 1980 demands.

In relating these manpower projections to the proposed career lattice in Chapter 9, the difference between the sum total of staff members and the sum total of those employed in the custodial, treatment and supervisory and administrative functions results from excluding certain positions in the Division (not specific to the correctional field) e.g., classroom teachers, industry supervisors. Such positions were not considered by this study.

When relating these projections to previously discussed para-professional and professional categories as determined by educational requirement, it must be noted that the functional categories of custodial, treatment, supervisory and administrative personnel all contain a mixture of both categories. Therefore, projections could not be made using the criteria of para-professional or professional. However, the distribution of these para-professional and professional levels within the projected manpower figures can be discussed using current numbers together with the effect of the proposed upgrading of certain positions and the proposed creation of new positions.

Currently, 1680 positions would be classified as subpara-professional by virtue of requiring only a high school diploma or less. Baccalaureate degrees or above are required for 120 positions. By 1980, if the suggested upgrading of certain positions was executed and the new para-professional positions added, then para-professional positions would number 2385 and professional positions, 316. Including attrition, the new manpower necessary to meet the projected needs total 1704 para-professional personnel at an average annual need of 213, and 300 professional personnel at an average annual need of 38.

Compilations of the following manpower projections for both the State University System and the Division of Community Colleges included only districts with major correctional facilities. Thus, only five of the university districts will be concerned with directly supporting the projected adult corrections personnel (see Figure 76). Similarly, (based on this study's manpower projections) only nine community colleges are directly supporting an adult corrections facility (see Figure 77).

1980 PROJECTED MANPOWER FOR THE DIVISION OF CORRECTIONS

By University District

	1972 Manpower		1980 Projected Manpower		5% Annual Attrition Factor		Total Increase Necessary for Projected Need		Average Annual Need	
	Prof.	Para	Prof.	Para	Prof.	Para	Prof.	Para	Prof.	Para
Florida Atlantic Univ.	6	113	16	160	5	67	15	114	2	14
Florida International Univ.*	-	-	-	-	-	-	-	-	-	-
Florida State Univ./ Florida A & M Univ.	45	566	119	804	39	337	113	575	14	72
Florida Tech. Univ.	2	1	5	2	2	2	1	5	2	1
University of Florida	48	718	126	1019	42	426	120	727	15	91
University of North Florida*	-	-	-	-	-	-	-	-	-	-
University of South Florida	19	282	50	400	16	168	47	286	6	36
University of West Florida*	-	-	-	-	-	-	-	-	-	-
TOTAL	120	1680	316	2385	104	999	300	1704	38	213

*No Division of Corrections manpower are employed by major facilities in these districts; road prisons are not included.

Figure 76.

1980 PROJECTED MANPOWER FOR THE DIVISION OF CORRECTIONS

By Community College District

	1972 Manpower		1980 Projected Manpower		5% Annual Attrition Factor		Total Increase Necessary for Projected Need		Average Annual Need	
	Prof.	Para	Prof.	Para	Prof.	Para	Prof.	Para	Prof.	Para
Central Florida CC	7	119	18	169	6	71	17	121	2	15
Chipola JC	7	145	18	206	6	86	17	147	2	18
Hillsborough CC	1	9	3	13	1	6	3	10	-	1
Lake City CC	30	406	79	576	26	241	75	411	9	52
Lake-Sumter CC	9	127	24	180	8	76	23	129	3	16
Palm Beach JC	6	13	16	160	5	67	15	114	2	14
Santa Fe JC	11	93	29	274	10	115	28	196	4	24
South Florida JC	11	147	29	209	10	87	28	149	4	19
Tallahassee CC	38	421	100	598	32	250	94	427	12	54
TOTAL	120	1680	316	2385	104	999	300	1704	38	213

NOTE: Only community college districts in which correctional manpower are employed in major facilities are included; road prisons are not included

Figure 77.

Parole and Probation Commission. In 1972, the average caseload for Parole and Probation Officers was 77.5. Although a reduction from the previous year, it remains far in excess of the recommended standard of 35 per officer. Manpower projections for Parole and Probation officers are based on the recommended standard. At present, reducing caseloads to the recommended level would require an additional 629 personnel, bringing the current manpower level to 1147 officers.

At present, the national professional standard is one full-time supervisor per six client-contact officers. This national professional standard is currently realized by the Commission, and projections of manpower through 1980 indicate continuance of this ratio.

Paralleling the current trend toward the utilization of para-professional manpower in the field of habilitation, the Commission is striving toward the goal of one para-professional per three professionals. An additional 88 individuals are needed to realize this ratio, bringing the total to 173 para-professionals.

To meet 1980 demands, 1618 professionals and 462 para-professionals will be required standards. Including anticipated attrition, 1513 new professional and 504 new para-professionals will be needed by the Commission to meet these manpower standards in 1980.

Adjudication. The projected manpower needs of Florida's trial court system by university district is provided in Figure 67. While Full Time Equavalent (FTE) manpower for non-professional court personnel was determined in Chapter 2, it is not included in this projection as non-professional status is defined as those personnel not required to have more than a high school education as a basic educational criterion. Thus, the current manpower requirements, projections and average annual need of adjudication personnel in each university district includes only judges, professional and para-professional positions.

Figure 68 indicates the current projected distribution of FTE circuit court personnel, as determined by the methods described in Chapter 2, by judicial circuit for each of the state universities. Figure 69 makes similar projections for county court personnel. Both Figures 68 and 69 are stratified by court function--judicial, operations or support--and indicate the projected current FTE requirements for professional, para-professional, and non-professional personnel.

Projected court manpower needs for each community college district are provided in Figure 70. Current FTE requirements for circuit court personnel by community college district are given in Figure 71, while Figure 72 provides a similar breakdown of personnel for the county courts within each community college district.

1980 PROJECTED MANPOWER
FOR COURT PERSONNEL
BY UNIVERSITY DISTRICT

	1972 Manpower			1980 Projected Manpower			Annual 5% Attrition Rate			Total Increase Necessary to Meet Projected Need			Average Annual Need		
	Judges	Pro	Para	Judges	Pro	Para	Judges	Pro	Para	Judges	Pro	Para	Judges	Pro	Para
Fla. Atlantic Univ.	65	71	232	79	86	281	36	39	127	50	54	176	6	7	22
Fla. International Univ.	82	101	324	99	121	388	45	55	176	62	75	240	8	9	30
Fla. State Univ./ Fla. A&M Univ.	25	23	92	30	28	112	14	13	51	19	18	71	2	2	9
Fla. Tech. Univ.	54	57	190	65	69	230	29	31	104	38	43	144	5	5	18
Univ. of Fla.	33	30	122	41	37	150	18	17	67	26	24	95	3	3	12
Univ. of North Fla.	34	35	118	41	42	142	19	19	64	26	26	88	3	3	11
Univ. of South Fla.	92	94	321	111	113	386	50	51	176	69	70	241	9	9	30
Univ. of West Fla.	24	22	84	29	27	103	13	12	46	18	17	65	2	2	8
TOTAL*	409	432	1482	495	523	1792	224	237	811	310	328	1121	39	40	140

*Rounded to the nearest whole number

Figure 67.

Manpower projections for both professional and para-professional Parole and Probation personnel by university service district are presented in Figure 78. Community college and the Commission personnel of the corresponding district are provided in Figure 79.

1980 MANPOWER PROJECTIONS FOR PAROLE AND PROBATION BY UNIVERSITY SERVICE DISTRICT

	1972 Manpower		1980 Projected Manpower		5% Annual Attrition Factor		Total Increase Necessary to Meet Projected Need		Average Annual Need	
	Pro	Para	Pro	Para	Pro	Para	Pro	Para	Pro	Para
Florida Atlantic Univ.	97	12	244	65	81	18	228	71	28	9
Fla. International Univ.	130	20	327	109	109	30	306	119	38	15
Fla. State Univ./ Fla. A & M Univ.	28	3	70	16	23	4	65	17	8	2
Fla. Tech. Univ.	73	13	184	71	61	20	172	78	22	10
Univ. of Fla.	39	4	98	22	33	6	92	24	12	3
Univ. of N. Florida	77	6	194	32	64	9	181	35	23	4
Univ. of S. Florida	167	25	420	136	140	37	393	148	49	18
Univ. of W. Florida	32	2	81	11	27	3	76	12	10	2
STATE TOTAL	643	85	1618	462	538	127	1513	504	190	63

Figure 78.

1980 MANPOWER PROJECTIONS FOR PAROLE AND PROBATION BY COMMUNITY COLLEGE DISTRICT

	1972 Manpower		1980 Projected Manpower		5% Annual Attrition Factor		Total Increase Necessary to Meet Projected Needs		Average Annual Need	
	Pro	Para	Pro	Para	Pro	Para	Pro	Para	Pro	Para
Brevard CC	13	1	33	9	11	2	31	10	4	1
Broward CC	47	5	118	34	39	9	110	38	14	5
Central Fla. CC	13	1	33	9	11	2	31	10	4	1
Chipola JC	6	-	15	4	5	1	14	5	2	1
Daytona Beach CC	7	-	18	5	6	1	17	6	2	1
Edison JC	11	-	28	8	9	2	26	10	3	1
Fla. JC	75	6	189	54	63	14	177	62	22	8
Fla. Key JC	3	1	7	2	2	1	6	2	1	-
Gulf Coast CC	4	-	10	3	3	1	9	4	1	1
Hillsborough CC	66	12	166	47	56	14	156	49	20	6
Indian River JC	12	1	30	9	10	2	28	10	4	1
Lake City CC	2	-	5	1	2	-	5	1	1	-
Lake Sumter CC	7	-	18	5	6	1	17	6	2	1
Manatee JC	15	2	38	11	13	2	36	11	4	1
Miami-Dade JC	122	19	307	88	103	25	288	94	36	12
North Fla. JC	5	1	13	4	4	1	12	4	2	1
Okaloosa Walton JC	6	1	15	4	5	1	14	4	2	1
Palm Beach JC	37	6	93	27	31	8	87	29	11	4
Pasco-Hernando CC	5	-	13	4	4	1	12	5	2	1
Pensacola JC	22	1	55	16	18	4	51	19	6	2
Polk CC	26	7	65	19	22	6	61	18	8	2
St. Johns River JC	4	-	10	3	3	1	9	4	1	1
St. Petersburg JC	44	4	111	32	37	8	104	36	13	4
Santa Fe JC	23	3	58	16	19	4	54	17	7	2
Seminole JC	5	-	13	4	4	1	12	5	2	1
South Fla. JC	3	-	7	2	2	-	6	2	1	-
Tallahassee CC	18	2	45	12	15	3	42	13	5	2
Valencia CC	42	12	105	30	35	10	98	28	12	4
STATE TOTAL	643	85	1618	462	538	127	1513	504	190	63

Figure 79.

Educational Programs to Meet Criminal Justice Manpower Requirements to 1980: Recommendations of the Study.

Coordinating Council for Higher Education in Criminology and Criminal Justice.

The Board of Regents of the State University System in cooperation with the State Division of Community Colleges should seek funding to establish a coordinating council for higher education in criminology and criminal justice. This council should be composed of appropriate representation from all segments of higher education together with representatives of criminal justice agencies throughout the State and appropriate staff support. The general purpose of this council should be:

1. To assure a sound academic continuum from the associate degree through graduate studies in criminal justice, and to develop articulation between training and educational learning experiences so as to achieve the maximum utilization of resources.

2. To work toward proper placement of persons completing criminology and criminal justice programs.

3. To conduct a complete inventory of all crime-related research underway in the State of Florida and to develop a system for continuously updating and disseminating these materials including the provision of information relative to funding sources.

4. To work with institutions of higher education and criminal justice agencies in the implementation and updating of the master plan for criminal justice education.

5. To identify through appropriate research efforts, such as task analysis, the body of knowledge most appropriate to the emerging field of criminology and criminal justice. The institutions within the State University System should be encouraged to cooperate in this endeavor and seek funding for this research.

The State Division of Universities.

1. The Board of Regents of the State Division of Universities should work toward achieving greater uniformity throughout the public universities by encouraging the adoption of the name criminology and/or criminal justice for crime-related programs within these institutions.

2. The Board of Regents of the State Division of Universities should encourage each institution which has programs in criminology/criminal justice to locate these in the same academic unit which houses the basic behavioral and social science programs.

3. The Board of Regents of the State Division of Universities should encourage each university with a criminology/criminal justice program to establish as an integral part of that unit a capability to facilitate research on crime problems, to disseminate the results of that research, and to enhance professional development of criminal justice personnel employed within the system through public service programs.

4. The Board of Regents of the State Division of Universities should encourage each university to develop baccalaureate degree programs related to the field of criminology/criminal justice. These programs should be organized or reorganized in such a way that the principal concern is with the criminal justice system as a system and with the roles of individual components or agencies within that system. Additionally, these programs should place an appropriate emphasis on providing the student with a sensitivity and basic knowledge of the research, research methodology and statistics, as well as current theories and issues in the dynamic field of criminology/criminal justice.

5. Institutions within the State University System which provide educational programs for criminal justice personnel should be encouraged to schedule classes at hours and locations that will facilitate the attendance of in-service criminal justice practitioners.

6. The institutions within the State University System should be encouraged to implement intern and other participant-study programs for students seeking degrees in criminology/criminal justice.

7. Criminology and criminal justice faculties in the institutions within the State University System should include social scientists educated as criminologists, anthropologists, economists, political scientists, sociologists, psychologists, social-psychologists, research design and methodology urban planners, and Juris Doctors who have a demonstrated interest in teaching about and research in crime problems.

8. The Board of Regents of the State Division of Universities should encourage each institution within the State University System to seek funds and commit other resources for faculty support and other services as necessary to meet the quantitative demands for graduates to serve at the practitioner level in the field of criminal justice in Florida.

9. The Board of Regents of the State Division of Universities should encourage each university with a criminology/criminal justice program to establish as an integral part of the faculty function a provision for a professional internship program in the criminal justice system in the State of Florida.

10. The Board of Regents of the State Division of Universities should encourage the strengthening of the graduate degree programs in criminology/criminal justice at the Florida State University. This institution should commit increased resources to its graduate degree programs, especially at the doctoral level. No new doctoral degree level programs should be authorized in this area in the foreseeable future.

11. The Board of Regents of the State Division of Universities should continue to encourage the development of an interdisciplinary masters degree program in judicial management at the Florida State University.

12. The Board of Regents of the State Division of Universities should encourage the Florida State University to develop a masters degree in criminal justice planning. This degree should be developed as a joint degree between the Department of Urban Planning and the Department of Criminology.

13. The Board of Regents of the State Division of Universities should encourage the Florida Technological University to continue its development of the baccalaureate degree program in Forensic Science (Criminalistics), and plans should be made for the implementation of a masters degree in Forensic Science by the 1977-78 academic year.

14. The Board of Regents of the State Division of Universities should encourage the University of South Florida and the Florida International University to develop masters degree programs in criminology/criminal justice by the 1975-76 academic year.

15. All accredited law schools or colleges in Florida should be encouraged to seek funding to establish, develop and strengthen crime-related programs of research, instruction and clinical experience for their students.

16. All accredited law schools or colleges in Florida which now offer only minimal criminal law curricula should be encouraged to seek funds and commit other resources to more extensive and intensive consideration of criminal justice system problems.

The State Division of Community Colleges.

1. The State Division of Community Colleges should encourage all public community colleges to develop programs related to the field of criminology/criminal justice where need is established to support and justify such programs. These programs should be organized or reorganized in such a way that they are broadly concerned with the criminal justice system as a system and with specific competing in the roles of individual components or agencies within that system.

2. The State Division of Community Colleges should work toward achieving more uniformity throughout the public community colleges by adopting the names of criminology or criminal justice for crime-related units within these institutions.

3. The State Division of Community Colleges should encourage all public community colleges to locate criminology/criminal justice programs as separate units (programs or departments) drawing from the expertise of the social science area.

4. The public community colleges of the State of Florida which provide educational programs for criminal justice in-service personnel should be encouraged to schedule classes at hours and locations that will facilitate the attendance of criminal justice practitioners.

5. The public community colleges in Florida should be encouraged to implement intern and other participant-study programs for students seeking degrees in the field of criminology/criminal justice.

6. The public community colleges within the State of Florida should be especially encouraged to expand their programs so as to provide educational opportunities for habilitation personnel. These programs should be designed both for those who plan to enter the habilitation subsystem as para-professionals with the associate degree and those who aspire to transfer to senior level institutions to pursue the baccalaureate degree and/or graduate studies.

7. The public community colleges should be encouraged to seek funds and commit other resources for faculty support and other services as necessary to meet the quantitative demand for associate level graduates to serve in the field of criminal justice in Florida.

8. The public community colleges within the State of Florida which offer criminology/criminal justice programs should be encouraged to employ persons who hold the masters degree in criminology/criminal justice, the law degree, or persons who hold the masters degree in social science, sociology, political science, psychology, urban studies, or some closely related field. It is further recommended that these persons possess some employment experience in a component of the criminal justice system.

8. The State Division of Community Colleges should encourage each community college with a criminology/criminal justice program to establish as an intergral part of the faculty function a provision for a professional internship program in the criminal justice system in the State of Florida.

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APPENDICES

APPENDIX A

POLICE STANDARDS COUNCIL

Salary Incentives Program for Local Law Enforcement Officers

FLORIDA STATUTES, Chapter 23.078

CHAPTER 23

MISCELLANEOUS EXECUTIVE FUNCTIONS

PART IV POLICE STANDARDS COUNCIL

23.078 Salary incentive program for local law enforcement officers.--

(1) For the purpose of this section the following terms shall have the meaning ascribed below:

(a) "Local unit" means any municipality, county, or other political subdivision of this state employing law enforcement officers.

(b) "Law enforcement officer" means any law enforcement officer elected or employed full time by a local unit and whose primary responsibility is the prevention or detection of crime or enforcement of the criminal or traffic laws or ordinances.

(c) "Basic certification" means that a law enforcement officer has been certified for employment as required by S23.068, S23.069 or S23.075, or has been excepted as provided for under S23.077.

(d) "Approved training course" means the satisfactory completion, other than basic certification, of approved police training courses under the police standards council career development program. For the purposes of this section, no course of the career development program shall consist of less than forty hours of advanced or technical police training or work in the police sciences.

(e) "Community college" means a community college as approved in S230.761 (1).

(f) Requirement of a "community college degree or equivalent" is satisfied when a law enforcement officer holds a document from the police standards council certifying that council records indicate his graduation or completion of at least sixty semester hours or ninety quarter hours at a community college with a major study concentration relating to the criminal justice system. The police standards council may authorize the completion of sixty semester hours or ninety quarter hours at an accredited college or university as meeting the equivalent of a community college degree. For the purpose of this section, the police standards council shall establish which major study concentration areas relate to the criminal justice system.

(g) "Accredited college or university" means a college or university which has been accredited by the Southern Association of Colleges and Universities or other accrediting agency which is recognized by the State of Florida for accreditation purposes.

(h) Requirement of a "bachelor degree" is satisfied when a law enforcement officer holds a document from the police standards council certifying that its records indicate his graduation from an accredited college or university with a major study concentration relating to the criminal justice system. For the purpose of this section, the police standards council shall establish which major study concentration areas relate to the criminal justice system.

(2)(a) Each law enforcement officer who meets "basic certification" shall, effective July 1, 1972, and thereafter, receive a sum not exceeding $25 per month, in the manner provided for in paragraph (g).

(b) Each law enforcement officer who has a "community college degree or equivalent" shall, effective July 1, 1974, and thereafter, receive a sum not exceeding $30 per month in the manner provided for in paragraph (g).

(c) Any law enforcement officer who receives a "bachelor degree" shall, effective July 1, 1974, and thereafter, receive a sum not exceeding $50 per month in the manner provided for in paragraph (g).

(d) Each law enforcement officer who completes three hundred twenty hours of approved training courses as established by the career development program of the police standards council shall, effective July 1, 1972, receive a sum not exceeding $80 per month. However, the council may provide for proportional shares for courses completed in eighty-hour units, in a manner provided for in paragraph (g).

(e) The maximum amount any law enforcement officer may receive under this section is $130 per month.

(f) No local unit shall use any state funds received, or any federal funds made available under S23.073, for the purpose of circumventing payment of any currently planned or existing salary or compensation plan which provides normal pay increases periodically to its law enforcement officers.

(g) The bureau of police standards through its board shall establish rules and regulations in cooperation with the department of community affairs as necessary to provide effectively for the proper administration of this section. Such rules and regulations shall include, but not be limited to:

1. Proper documentation and verification of any claimed training or educational requirement;

2. Proper documentation and verification that the local unit has provided in its salary structure and salary plans incentive pay for law enforcement officers as required in this section.

(h) Each local unit shall submit reports to the police standards council on December 31, March 31, June 30, and September 30 of each year containing information relative to compensation of law enforcement officers employed by it.

APPENDIX B

REVENUE SHARING ACT OF 1972

Financial Matters Pertaining to Political Subdivisions

FLORIDA STATUTES, Chapter 218.22(1) and 218.23(1a&b)

CHAPTER 218

FINANCIAL MATTERS PERTAINING TO POLITICAL SUBDIVISIONS

PART II

REVENUE SHARING ACT OF 1972
(Selected Subsections)

*218.22 Revenue sharing with counties.--

(1) To be eligible to participate in revenue sharing and to receive funds on the basis of distribution by formula in fiscal year 1972-1973, a county must:

(a) Report its finances to the department of administration pursuant to S216.111; and

(b) Certify that persons in its employ as police officers, as defined in S23.061(1), meet the qualifications for employment as established by the police standards council, that its salary structure and salary plans meet the provisions of chapter 23, part IV, and that no police officer is compensated for his services at an annual salary rate of less than six thousand dollars. However, the department may waive the minimum police officer salary requirement when a county certifies that it is levying ad valorem taxes at ten mills and that total revenues including funds received from the revenue sharing trust fund for counties, are insufficient to finance the payment of the minimum salary prescribed herein.

*218.23 Revenue sharing with municipalities.--

(1) To be eligible to participate in revenue sharing and receive funds on the basis of distribution by formula in fiscal year 1972-1973 and thereafter, a municipality is required to:

(a) Assess ad valorem taxes, exclusive of taxes levied for debt service or other special millages authorized by the voters, at a millage rate not less than three mills on the dollar or, in order to produce revenue equivalent to that which would otherwise be produced by a three mill ad valorem tax, to impose and collect an occupational license tax or a utility tax, or both of these taxes, in combination with the ad valorem tax. However, this eligibility requirement shall not apply if the legislature does not adopt a general law authorizing municipalities to levy and collect an occupational license tax;***

(b) Certify that persons in its employ as police officers, as defined in S23.061(1), meet the qualifications for employment as established by the police standards council, that its salary structure and salary plans meet the provisions of part IV of chapter 23, and that no police officer is compensated for his services at an annual salary rate of less than six thousand dollars. However, the department may waive the minimum police officer salary requirement if a city certifies that it is levying ad valorem taxes at ten mills and that total revenues, including funds received from the revenue sharing trust fund for municipalities, are insufficient to finance the payment of the minimum salary prescribed herein;

APPENDIX C

CONSTITUTION OF THE STATE OF FLORIDA

ARTICLE V, JUDICIARY

Ratified March 14, 1972
Effected January 1, 1973

At the special election of March 14, 1972, the electors of the state ratified Senate Joint Resolution 52-D, revising Article V of the state constitution in its entirety. The revised Article V took effect January 1, 1973.

ARTICLE V

JUDICIARY

SECTION 1. Courts.--The Judicial power shall be vested in a supreme court, district courts of appeal, circuit courts and county courts. No other courts may be established by the state, any political subdividion or any municipality. The legislature shall, by general law, divide the state into appellate court districts and judicial circuits following county lines. Commissions established by law, or administrative officers or bodies may be granted quasi-judicial power in matters connected with the functions of their offices.

SECTION 2. Administration; practice and procedure.--

(a) The supreme court shall adopt rules for the practice and procedure in all courts including the time for seeking appellate review, the administrative supervision of all courts, the transfer to the court having jurisdiction of any proceeding when the jurisdiction of another court has been improvidently invoked, and a requirement that no cause shall be dismissed because an improper remedy has been sought. These rules may be repealed by general law enacted by two-thirds vote of the membership of each house of the legislature.

(b) The chief justice of the supreme court shall be chosen by a majority of the members of the court. He shall be the chief administrative officer of the judicial system. He shall have the power to assign justices or judges, including consenting retired justices or judges, to temporary duty in any court for which the judge is qualified and to delegate to a chief judge of a judicial circuit the power to assign judges for duty in his respective circuit.

(c) A chief judge for each district court of appeal shall be chosen by a majority of the judges thereof or, if there is no majority, by the chief justice. The chief judge shall be responsible for the administrative supervision of the court.

(d) A chief judge in each circuit shall be chosen from among the circuit judges as provided by supreme court rule. The chief judge shall be responsible for the administrative supervision of the circuit courts and county courts in his circuit.

SECTION 3. Supreme Court.--

(a) ORGANIZATION.--The supreme court shall consist of seven justices. Five justices shall constitute a quorum. The concurrence of four justices shall be necessary to a decision. When recusals for cause would prohibit the court from convening because of the requirements of this section, judges assigned to temporary duty may be substituted for justices.

(b) JURISDICTION.--The supreme court:

(1) Shall hear appeals from final judgements of trial courts imposing the death penalty and from orders of trial courts and decisions of district courts of appeal initially and directly passing on the validity of a state statute or a federal statute or treaty, or construing a provision of the state or federal constitution.

(2) When provided by general law, shall hear appeals from final judgments and orders of trial courts imposing life imprisonment or final judgments entered in proceedings for the validation of bonds or certificates of indebtedness.

(3) May review by certiorari any decision of a district court of appeal that affects a class of constitutional or state officers, that passes upon a question certified by a district court of appeal to be of great public interest, or that is in direct conflict with a decision of any district court of appeal or of the supreme court on the same question of law, and any interlocutory order passing upon a matter, which upon final judgment would be directly appealable to the supreme court; and may issue writs of certiorari to commissions established by general law having statewide jurisdiction.

(4) May issue writs of prohibition to courts and commissions in causes within the jurisdiction of the supreme court to review, and all writs necessary to the complete exercise of its jurisdiction.

(5) May issue writs of mandamus and quo warranto to state officers and state agencies.

(6) May, or any justice may, issue writs of habeas corpus returnable before the supreme court or any justice, a district court of appeal or any judge thereof, or any circuit judge.

(7) Shall have the power of direct review of administrative action prescribed by general law.

(c) CLERK AND MARSHAL.--The supreme court shall appoint a clerk and a marshal who shall hold office during the pleasure of the court and perform such duties as the court directs. Their compensation shall be fixed by general law. The marshal shall have the power to execute the process of the court throughout the state, and in any county may deputize the sheriff or a deputy sheriff for such purpose.

SECTION 4. District Courts of Appeal.--

(a) ORGANIZATION.--There shall be a district court of appeal serving each appellate district. Each district court of appeal shall consist of at least three judges. Three judges shall consider each case and the concurrence of two shall be necessary to a decision.

(b) JURISDICTION.--

(1) District courts of appeal shall have jurisdiction to hear appeals, that may be taken as a matter of right, from final judgments or orders of trial courts, including those entered on review of administrative action, not directly appealable to the supreme court or a circuit court. They may review interlocutory orders in such cases to the extent provided by rules adopted by the supreme court.

(2) District courts of appeal shall have the power of direct review of administrative action, as prescribed by general law.

(3) A district court of appeal or any judge thereof may issue writs of habeas corpus returnable before the court or any judge thereof or before any circuit judge within the territorial jurisdiction of the court.

(c) CLERKS AND MARSHALS.-- Each district court of appeal shall appoint a clerk and a marshal who shall hold office during the pleasure of the court and perform such duties as the court directs. Their compensation shall be fixed by general law. The marshal shall have the power to execute the process of the court throughout the territorial jurisdiction of the court, and in any county may deputize the sheriff or a deputy sheriff for such purpose.

SECTION 5. Circuit Court.--

(a) ORGANIZATION.--There shall be a circuit court serving each judicial circuit.

(b) JURISDICTION.--The circuit courts shall have original jurisdiction not vested in the county courts, and jurisdiction of appeals when provided by general law. They shall have the power to issue writs of mandamus, quo warranto, certiorari, prohibitation and habeas corpus, and all writs necessary or proper to the complete exercise of their jurisdiction. Jurisdiction of the circuit court shall be uniform throughout the State. They shall have the power of direct review of administrative action prescribed by general law.

SECTION 6. County Courts.--

(a) ORGANIZATION.--There shall be a county court in each county. There shall be one or more judges for each county court as prescribed by general law.

(b) JURISDICTION.--The county courts shall exercise the jurisdiction prescribed by general law. Such jurisdiction shall be uniform throughout the state.

SECTION 7. Specialized Division.--All courts except the supreme court may sit in divisions as may be established by general law. A circuit or county court may hold civil and criminal trials and hearings in any place within the territorial jurisdiction of the court as designated by the chief judge of the circuit.

SECTION 8. Eligibility.--No person shall be eligible for office of justice or judge of any court unless he is an elector of the state and resides in the territorial jurisdiction of his court. No justice or judge shall serve after attaining the age of seventy years except upon temporary assignment or to complete a term, one-half of which he has served. No person is eligible for the office of justice of the supreme court or judge of a district court of appeal unless he is, and has been for the preceding ten years, a member of the bar of Florida. No person is eligible for the office of circuit judge unless he is, and has been for the preceding five years, a member of the bar of Florida. Unless otherwise provided by general law, a county court judge must be a member of the bar of Florida.

SECTION 9. Determination of number of judges.--The supreme court shall establish by rule uniform criteria for the determination of the need for additional judges except supreme court justices, the necessity for decreasing the number of judges and for increasing decreasing or redefining appellate districts and judicial circuits. If the supreme court finds that a need exists for increasing or decreasing the number of judges or increasing, decreasing or redefining appellate districts and judicial circuits, it shall, prior to the next regular session of the legislature, certify to the legislature its findings and recommendations concerning such need. Upon receipt of such certificate, the legislature, at the next regular session, shall consider the findings and recommendations and may reject the recommendations or by law implement the recommendations in whole or in part; provided the legislature may create more judicial offices than are recommended by the supreme court or may decrease the number of judicial offices by a greater number than recommended by the court only upon a finding of two-thirds of the membership of both houses of the legislature, that usch a need exists. A decrease in the number of judges shall be effective only after the expiration of a term. If the supreme court fails to make findings and recommendations and upon the failure of the court to certify its findings for nine consecutive months, the legislature may, upon a finding of two-thirds of the membership of both houses of the legislature that a need exists, increase or decrease the number of judges or increase, decrease or redefine appellate districts and judicial circuits.

SECTION 10. Election and Terms.--

(a) ELECTION.--All justices and judges shall be elected by vote of the qualified electors within the territorial jurisdiction of their respective courts.

(b) TERMS.--The terms of all justices of the supreme court, judges of district courts of appeal and circuit judges shall be for six years. The terms of judges of county courts shall be for four years.

SECTION 11. Vacancies.--

(a) The governor shall fill each vacancy in judicial office by appointing for a term ending on the first Tuesday after the first Monday in January of the year following the next primary and general election, one of not fewer than three persons nominated by the appropriate judicial nominating commission. An election shall be held to fill that judicial office for the term of the office beginning at the end of the appointed term. The nominations shall be made within thirty days from the occurrence of a vacancy unless the period is extended by the governor for a time not to exceed thirty days. The governor must make the appointment within sixty days after the nominations have been certified to him.

(b) There shall be a separate judicial nominating commission as provided by general law for the supreme court, each district court of appeal, and each judicial circuit for all trial courts within the circuit.

SECTION 12. Discipline; removal and retirement.--

(a) There shall be a judicial qualifications commission composed of:

(1) Two judges of district courts of appeal selected by the judges of those courts, two circuit judges selected by the judges of the circuit courts and two judges of county courts selected by the judges of those courts;

(2) Two electors who reside in the state, who are members of the bar of Florida, and who shall be chosen by the governing body of the bar of Florida; and

(3) Five electors who reside in the state, who have never held judicial office or been members of the bar of Florida, and who shall be appointed by the governor.

(b) The members of the judicial qualifications commission shall serve staggered terms, not to exceed six years, as prescribed by general law. No member of the commission except a justice or judge shall be eligible for state judicial office so long as he is a member of the commission and for a period of two years thereafter. No member of the commission shall hold office in a political party or participate in any campaign for judicial office or hold public office; provided that a judge may participate in his own campaign for judicial office and hold that office. The commission shall elect one of its members as its chairman.

(c) The supreme court shall adopt rules regulating proceedings of the commission, the filling of vacancies by the appointing authorities and the temporary replacement of disqualified or incapacitated members. After a recommendation of removal of any justice or judge, the record of the proceedings before the commission shall be made public.

(d) Upon recommendation of two-thirds of the members of the judicial qualifications commission, the supreme court may order that the justice or judge be disciplined by appropriate reprimand, or be removed from office with termination of compensation for willful or persistent failure to perform his duties or for other conduct unbecoming a member of the judiciary, or be involuntarily retired for any permanent disability that seriously interferes with the performance of his duties. After the filing of a formal proceeding and upon request of the commission, the supreme court may suspend the justice or judge from office, with or without compensation, pending final determination of the inquiry.

(e) The power of removal conferred by this section shall be both alternative and cumulative to the power of impeachment and to the power of suspension by the governor and removal by the senate.

SECTION 13. Prohibited activities.--All justices and judges shall devote full time to their judicial duties. They shall not engage in the practice of law or hold office in any political party.

SECTION 14. Judicial salaries.--All justices and judges shall be compensated only be state salaries fixed by general law. The judiciary shall have no power to fix appropriations.

SECTION 15. Attorneys; admission and discipline.--The supreme court shall have exclusive jurisdiction to regulate the admission of persons to the practice of law and the discipline of persons admitted.

SECTION 16. Clerks of the circuit courts.--There shall be in each county a clerk of the circuit court who shall be selected pursuant to the provisions of Article VIII section 1. Notwithstanding any other provision of the constitution, the duties of the clerk of the circuit court may be divided by special or general law between two officers, one serving as clerk of court and one serving as ex officio clerk of the board of county commissioners, auditor, recorder, and custodian of all county funds. There may be a clerk of the county court if authorized by general or special law.

Section 17. State attorneys.--In each judicial circuit a state attorney shall be elected for a term of four years. He shall be the prosecuting officer of all trial courts in that circuit and shall perform other duties prescribed by general law; provided, however, when authorized by general law, the violations of all municipal ordinances may be prosecuted by municipal prosecutors. A state attorney shall be an elector of the state and reside in the territorial jurisdiction of the circuit. He shall be and have been a member of the bar of Florida for the preceding five years. He shall devote full time to his duties, and he shall not engage in the private practice of law. State attorneys shall appoint such assistant state attorneys as may be authorized by law.

SECTION 18. Public defenders.--In each judicial circuit a public defender shall be elected for a term of four years. He shall perform duties prescribed by general law. A public defender shall be an elector of the state and reside in the territorial jurisdiction of the circuit. He shall be and have been a member of the bar of Florida for the preceding five years. Public defenders shall appoint such assistant public defenders as may be authorized by law.

SECTION 19. Judicial officers as conservators of the peace.--All judicial officers in this state shall be conservators of the peace.

SECTION 20. Schedule.--

(a) This article shall replace all of Article V of the Constitution of 1885, as amended, which shall then stand repealed.

(b) Except to the extent inconsistent with the provisions of this article, all provisions of law and rules of court in force on the effective date of this article shall continue in effect until superseded in the manner authorized by the constitution.

(c) After this article becomes effective, and until changed by general law consistent with sections 1 through 19 of this article:

(1) The supreme court shall have the jurisdiction immediately theretofore exercised by it, and it shall determine all proceedings pending before it on the effective date of this article.

(2) The appellate districts shall be those in existence on the date of adoption of this article. There shall be a district court of appeal in each district. The district courts of appeal shall have the jurisdiction immediately theretofore exercised by the district courts of appeal and shall determine all proceedings pending before them on the effective date of this article.

(3) Circuit courts shall have jurisdiction of appeals from county courts and municipal courts, except those appeals which may be taken directly to the supreme court; and they shall have exclusive original jurisdiction in all actions at law not cognizable by the county courts; of proceedings relating to the settlement of the estate of decedents and minors, the granting of letters testamentary, guardianship, involuntary hospitalization, the determination of incompetency, and other jurisdiction usually pertianing to courts of probate; in all cases in equity including all cases relating to juveniles; of all felonies and of all misdemeanors arising out of the same circumstances as a felony which is also charged; in all cases involving legality of any tax assessment or toll; in the action of ejectment; and in all actions involving the titles or boundaries or right of possession of real property. The circuit court may issue injunctions. There shall be judicial circuits which shall be the judicial circuits in existence on the date of adoption of this article. The chief judge of a circuit may authorize a county court judge to order emergency hospitalizations pursuant to Chapter 71-131, Laws of Florida, in the absence from the county of the circuit judge and the county court judge shall have the power to issue all temporary orders and temporary injunctions necessary or proper to the complete exercise of such jurisdiction.

(4) County courts shall have original jurisdiction in all criminal misdemeanor cases not cognizable by the circuit courts, of all violations of municipal and county ordinances, and of all actions at law in which the matter in controversy does not exceed the sum of two thousand five hundred dollars ($2,500.00) exclusive of interest and costs, except those within the exclusive jurisdiction of the circuit courts. Judges of county courts shall be committing magistrates. The county courts shall have jurisdiction now exercised by the county judge's courts other than that vested in the circuit court by subsection (c) (3) hereof, the jurisdiction now exercised by the county courts, the claims court, the small claims courts, the small claims magistrates courts, magistrates courts, justice of the peace courts, municipal courts and courts of chartered counties, including but not limited to the counties referred to in Article VIII, sections 9, 10, 11 and 24 of the Constitution of 1885.

(5) Each judicial nominating commission shall be composed of the following:

a. Three members appointed by the Board of Governors of The Florida Bar from among The Florida Bar members who are actively engaged in the practice of law with offices within the territorial jurisdiction of the affected court, district or circuit; and

b. Three electors who reside in the territorial jurisdiction of the court or circuit appointed by the governor;

c. Three electors who reside in the territorial jurisdiction of the court or circuit and who are not members of the bar of Florida, selected and appointed by a majority vote of the other six members of the commission.

(6) No justice or judge shall be a member of a judicial nominating commission. A member of a judicial nominating commission may hold public office other than judicial office. No member shall be eligible for appointment to state judicial office so long as he is a member of a judicial nominating commission and for a period of two years thereafter. All acts of a judicial nominating commission shall be made with a concurrence of a majority of its members.

(7) The members of a judicial nominating commission shall serve for a term of four years except the terms of the initial members of the judicial nominating commissions shall expire as follows:

a. The terms of one member of category (a) (b) and (c) in subsection (c) (5) hereof shall expire on July 1, 1974;

b. The terms of one member of category (a) (b) and (c) in subsection (c) (5) hereof shall expire on July 1, 1975;

c. The terms of one member of category (a) (b) and (c) in subsection (c) (5) hereof shall expire on July 1, 1976;

(8) All fines and forfeitures arising from offenses tried in the county court shall be collected, and accounted for by clerk of the court, and deposited in a special trust account. All fines and forfeitures received from violations of ordinances or misdemeanors committed within a county or municipal ordinances committed within a municipality within the territorial jurisdiction of the county court shall be paid monthly to the county or municipality respectively. If any costs are assessed and collected in connection with offenses tried in county court, all court costs shall be paid into the general revenue fund of the state of Florida and such other funds as prescribed by general law.

(9) Any municipality or county may apply to the chief judge of the circuit in which that municipality or county is situated for the county

court to sit in a location suitable to the municipality or county and convenient in time and place to its citizens and police officers and upon such application said chief judge shall direct the court to sit in the location unless he shall determine the request is not justified. If the chief judge does not authorize the county court to sit in the location requested, the county or municipality may apply to the supreme court to sit in the location. Any municipality or county which so applies shall be required to provide the appropriate physical facilities in which the county court may hold court.

(10) All courts except the supreme court may sit in divisions as may be established by local rule approved by the supreme court.

(11) A county court judge in any county having a population of 40,000 or less according to the last decennial census, shall not be required to be a member of the bar of Florida.

(12) Municipal prosecutors may prosecute violations of municipal ordinances.

(13) Justice shall mean a justice elected or appointed to the supreme court and shall not include any judge assigned from any court.

(d) When this article becomes effective:

(1) All courts not herein authorized, except as provided by subsection (d) (4) of this section shall cease to exist and jurisdiction to conclude all pending cases and enforce all prior orders and judgments shall vest in the court that would have jurisdiction of the cause if thereafter instituted. All records of and property held by courts abolished hereby shall be transferred to the proper office of the appropriate court under this article.

(2) Judges of the following courts, if their terms do not expire in 1973 and if they are eligible under subsection (d) (5) hereof, shall become additional judges of the circuit court for each of the counties of their respective circuits, and shall serve as such circuit judges for the remainder of the terms to which they were elected and shall be eligible for election as circuit judges thereafter. These courts are: civil court of record of Dade county, all criminal courts of record, the felony courts of record of Alachua, Leon and Volusia counties, the courts of record of Broward, Brevard, Escambia, Hillsborough, Lee, Manatee and Sarasota counties, the civil and criminal court of record of Pinellas county, and county judge's courts and separate juvenile

courts in counties having a population in excess of 100,000 according to the 1970 federal census. On the effective date of this article, there shall be an additional number of positions of circuit judges equal to the number of existing circuit judges and the number of judges of the above named courts whose term expires in 1973. Elections to such offices shall take place at the same time and manner as elections to other state judicial offices in 1972 and the terms of such offices shall be for a term of six years. Unless changed pursuant to section nine of this article, the number of circuit judges presently existing and created by this subsection shall not be changed.

(3) In all counties having a population of less than 100,000 according to the 1970 federal census and having more than one county judge on the date of the adoption of this article, there shall be the same number of judges of the county court as there are county judges existing on that date unless changed pursuant to section 9 of this article.

(4) Municipal courts shall continue with their same jurisdiction until amended or terminated in a manner prescribed by special or general law or ordinances, or until January 3, 1977, whichever occurs first. On that date all municipal courts not previously abolished shall cease to exist. Judges of municipal courts shall remain in office and be subject to reappointment or reelection in the manner prescribed by law until said courts are terminated pursuant to the provisions of this subsection. Upon municipal courts being terminated or abolished in accordance with the provisions of this subsection, the judges thereof who are not members of the bar of Florida, shall be eligible to seek election as judges of county courts of their respective counties.

(5) Judges, holding elective office in all other courts abolished by this article, whose terms do not expire in 1973 including judges established pursuant to Article VIII, sections 9 and 11 of the Constitution of 1885 shall serve as judges of the county court for the remainder of the term to which they were elected. Unless created pursuant to section 9, of this Article V such judicial office shall not continue to exist thereafter.

(6) By March 21, 1972, the supreme court shall certify the need for additional circuit and county judges. The legislature in the 1972 regular session may by general law create additional offices of judge, the terms of which shall begin on the effective date of this article. Elections to such offices shall take place at the same time and manner as election to other state judicial offices in 1972.

(7) County judges of existing county judge's courts and justices of the peace and magistrates' court who are not members of bar of Florida shall be eligible to seek election as county court judges of their respective counties.

(8) No judge of a court abolished by this article shall become or be eligible to become a judge of the circuit court unless he has been a member of bar of Florida for the preceding five years.

(9) The office of judges of all other courts abolished by this article shall be abolished as of the effective date of this article.

(10) The offices of county solicitor and prosecuting attorney shall stand abolished, and all county solicitors and prosecuting attorneys holding such offices upon the effective date of this article shall become and serve as assistant state attorneys for the circuits in which their counties are situate for the remainder of their terms, with compensation not less than that received immediately before the effective date of this article.

(e) Limited operation of some provisions.--

(1) All justices of the supreme court, judges of the district courts of appeal and circuit judges in office upon the effective date of this article shall retain their offices for the remainder of their respective terms. All members of the judicial qualifications commission in office upon the effective date of this article shall retain their offices for the remainder of theri respective terms. Each state attorney in office on the effective date of this article shall retain his office for the remainder of his term.

(2) No justice or judge holding office immediately after this article becomes effective who held judicial office on July 1, 1957, shall be subject to retirement from judicial office because of age pursuant to section 8 of this article.

(f) Until otherwise provided by law, the nonjudicial duties required of county judges shall be performed by the judges of the county court.

(g) All provisions of Article V of the Constitution of 1885, as amended, not embraced herein which are not inconsistent with this revision shall become statutes subject to modification or repeal as are other statutes.

(h) The requirements of section 14 relative to all county court judges, or any judge of a municipal court, who continues to hold office pursuant to subsection (d) (4) hereof being compensated by state salaries shall not apply prior to January 3, 1977, unless otherwise provided by general law.

(i) Deletion of obsolete schedule items.--The legislature shall have power, by concurrent resolution, to delete from this article any subsection of this section 20 including this subsection, when all events to which the subsection to be deleted is or could become applicable have occurred. A legislative determination of fact made as a basis for application of this subsection shall be subject to judicial review.

(j) Effective date.--Unless otherwise provided herein, this article shall become effective at 11:59 o'clock P.M., Eastern Standard Time, January 1, 1973.

APPENDIX D

COMMUNITY COLLEGE, STATE UNIVERSITY AND PRIVATE SCHOOL INFORMATIONAL QUESTIONNAIRE

COMMUNITY COLLEGE QUESTIONNAIRE

CRIMINAL JUSTICE EDUCATION PROJECT

State Univeristy System
Division of Community Colleges
Tallahassee, Florida
904/499-5471

Please complete the following questions as accurately and completely as possible. In cases where exact figures are not available, please furnish an approximate estimate, and indicate the answer as such. For questions that you feel do not apply to your particular program, please indicate this by marking NA in the appropriate answer space.

Your cooperation in this effort will be greatly appreciated, and will provide our project with the necessary information to most accurately assess the most meaningful educational response to the manpower needs in the field.

History of Program

1. In what year did your program first offer a degree(s) in the area of criminal justice? ______________________________

2. What type of degree(s) was offered at that time? __________ A.A.; ______________ A.S.; ______________ Other, specify.

3. What was the title(s) of the degree(s) offered at that time?

____

____

4. Title of the program at its beginning date: ______________________________

____

5. Where was the program administratively housed? ______________________________

____

6. What was the status of the program? ______________________________

________Department; ____________Program; ________Other, specify.

7. To what areas of criminal justice was the program directed? Please include the orientation of the coursework and the philosophical approach of the program.

____

____

Current Status of the Program

8. What type of degree(s) is now offered by your program? ________A.A.;

________A.S.; ____________________________________Other, specify.

9. What is the title(s) of the degree(s) now offered by your program?

____

____

10. Has the title of your program changed since its beginning? _______No;

_______Yes; if "Yes" what is the current title(s) of your program?

____

11. Where is your program now administratively housed? __________________

____

12. What is the current status of your program? __________Department;

__________Program; ______________________ ____Other, specify.

13. To what areas of criminal justice is your program currently directed? Please include orientation of coursework and philosophical approach of the program. Indicate any significant changes that have occurred since the beginning of the program.

14. Describe the type of student you attempt to serve: ______________

15. For what type of employment and at what level, are your students prepared upon graduation from your program:

16. Is your program primarily designed to prepare your graduates for immediate employment ________ or for transfer to a university program in the area of criminal justice _____ or both _____.

17. What percentage of your graduates transfer to university programs upon graduation? _______

18. What percentage of your students are part-time _____; full-time _____

19. What percentage of your students are in-service ______; pre-service _____.

20. State the number of graduates from your program for the 1971-72 academic year. ____________ _____________ ____________________

21. What is your current enrollment? FTE ________________________________

Headcount ________________________________.

22. What percentage of your students are A.A. candidates; ________________

A.S. candidates: _______________; Other, specify ____________________

23. How many full-time and part-time faculty members do you have teaching in your program? _________ Full-time; ___________ Part-time.

Future Direction of Program

24. Do you foresee any changes in either the administrative structure or philosophical approach of your program in the near future? ___________ next five years? _________; Next ten years? ____________________

If so, what is the nature of these changes: ___________________________

____

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____

25. What do you foresee as the direction of your program for the future if it is to serve most adequately, the needs of the students in your vicinity?

26. Please furnish us with the most recent (1972-72) catalog of your college and any literature available concerning your program.

Name of Person Completing Questionnaire: __________
Title: __________
Community College: __________
Address: __________
Date: __________

Please return the completed questionnaire to: Mr. J. Price Foster, Director, Criminal Justice Education Project, 1205 S. Adams Street, Tallahassee, Florida 32304.

STATE UNIVERSITY AND PRIVATE SCHOOL QUESTIONNAIRE

CRIMINAL JUSTICE EDUCATION PROJECT

State University System
Division of Community Colleges
Tallahassee, Florida
904-599-5471

Please complete the following questions as accurately and completely as possible. In cases where exact figures are not available, please furnish an approximate estimate, and indicate the answer as such. For questions that you feel do not apply to your particular program, please indicate this by marking NA in the appropriate answer space. Many of the questions are of a subjective nature, and your answers will be most important in providing our project with the philosophical framework from which your program was or is being directed. For colleges where more than one program in the area of criminal justice exists, please list responses separately for each degree level.

Your cooperation in this effort is greatly appreciated. The responses to this questionnaire will provide our project with the necessary information to assess most accurately the necessary educational response to the manpower needs in the field.

History of Program

1. When your degree program(s) in the area of criminal justice first began, where was is administratively housed? ________________________________

____

2. What was the status of the program(s) at this time?______Department; ____________________Program; ______________Other, specify.

3. To what areas of criminal justice was the program directed? Please include the orientation of the coursework and the philosophical approach of the program. Include all degree levels when providing this response:

____

____

____

____

____

____

____

____

Current Status of Program

4. What types of degree(s) is now offered by your program? ____________

____________ ; ____________ ; ____________ Other, specify.
Master PhD

5. What is the title(s) of the degree(s) now offered by your program?

6. Has the title of your program changed since its beginning? ______No; ________Yes; if "Yes" what is the current title(s) of your program?

7. Where is your program administratively housed? ____________________

8. What is the current status of your program? ___________ Department; _______________Program; __________________Other, specify.

9. Does your program include an internship or field placement? ______No; ________Yes; If "Yes" what was the enrollment of your intern program for 1971-1972? ________ Undergraduate; _____________Graduate.
If "No", briefly discuss any plans you might have to begin such a program. ____________________

10. Describe the type of student you attempt to serve through your program(s); Please list each degree level separately, if applicable.

11. For each degree level, what type of employment and at what level, are your students prepared upon graduation from your program, to enter into:

____

____

____

____

____

____

12. For each degree level, what percentage of your students are part-time and what percentage are full-time? Please specify level of degree when giving response. ______________________

____

____

____

13. For each degree level, what percentage of your students are in-service and what percentage are pre-service? ______________________

____

____

____

14. What is your current enrollment at each degree level:

FTE ________ Bachelors ________ Masters ________ PHD ________ Other

Headcount: ________ Bachelors ________ Masters ________ PhD ________ Other

15. State the number of graduates from your program at the various degree levels for the 1971-1972 academic year: ________ Bachelors ________ Masters

________ PhD ________ Other

16. How many full-time and part-time faculty members do you have teaching in your program? ______ full-time; ________ part-time.

17. To what areas of criminal justice is your program currently directed? Please include orientation of coursework and philosophical approach of the program. Indicate any significant changes that have occurred since the beginning of the program. Please include all degree levels.

APPENDIX E

CRIMINAL JUSTICE EDUCATION PROGRAM DIRECTORS

1972-1973

State University System, Division of Community Colleges, and Private Colleges and Universities

CRIMINAL JUSTICE EDUCATION PROGRAM DIRECTORS 1972-73

STATE UNIVERSITY SYSTEM

William J. Bopp
Director
Criminal Justice Program
Florida Atlantic University
Boca Raton

Eugene Czajkoski, DPA
Chairman
Department of Criminology
Florida State University
Tallahassee

Jefferson S. Duffy
Coordinator
Criminal Justice Program
Florida Technological University
Orlando

Wayne Hanewicz
Director
Criminal Justice Program
Florida International University
Miami

W. Gary Howard, Ph.D
Coordinator
Public Safety and Contemporary Society
University of West Florida
Pensacola

Mitchell Silverman, Ph.D
Director
Criminal Justice Program
University of South Florida
Tampa

C. V. Smith, Ph.D
Chairman
Department of Sociology
Florida A & M University
Tallahassee

DIVISION OF COMMUNITY COLLEGES

J. R. Anderson
Law Enforcement/Police Science Program
Okaloosa-Walton Junior College
Niceville

Jesse C. Barber, Ph.D
Coordinator
Police Science Program
Polk Community College
Winter Haven

Warren R. Barnes
Gulf Coast Community College
Panama City

Dale T. Beerbower
Director
Criminal Justice Education
Florida Junior College at Jacksonville
Jacksonville

William S. Brisbin
Director
Education Services/Police Administration Program
Florida Keys Community College
Key West

Phillip A. Byman
Coordinator
Police Science and Administration
Hillsborough Community College
Tampa

James D. Carroll, Ph.D
Coordinator
Police Science
Edison Junior College
Fort Myers

J. Pope Cheney
Coordinator
Criminal Justice Program
Santa Fe Community College
Gainesville

DIVISION OF COMMUNITY COLLEGES
(continued)

Pete G. Choulas
Director
Center for Criminal Justice/Urban Studies
Manatee Junior College
Bradenton

Daniel B. Duncan
Director
Department of Law Enforcement
Pensacola Junior College
Pensacola

Donald H. Farrens
Dean
Vocational-Technical Education
Criminal Justice Program
South Florida Junior College
Avon Park

Frederic L. Howell
Dean
Vocational-Technical Education
Chipola Junior College
Marianna

W. Ken Katsaris
Chairman
Department of Criminal Justice
Tallahassee Community College
Tallahassee

Ivan S. Lamb, Jr.
Director
Police Science and Corrections Program
Lake City Community College
Lake City

A. E. Leonard
Chairman
Law Enforcement Department
Daytona Beach Community College
Daytona Beach

John P. Linehan, Ph.D
Coordinator
Criminal Justice
Seminole Junior College
Sanford

DIVISION OF COMMUNITY COLLEGES
(continued)

Mark McDermott
Director
Police Science Department
Brevard Community College
Cocoa

J. F. McGowan
Director
Criminal Justice Institute
Broward Community College
Ft. Lauderdale

Robert L. Milke
Chairman
Police Science Department
Valencia Community College
Orlando

Charles Morant, Ph.D
Dean
Academic Affairs
Pasco-Hernando Community College
Dade City

D. L. Peterson
Director
Municipal Services/Criminal Justice Program
Indian River Community College
Fort Pierce

C. B. Schildecker
Director
Department of Police Science and Criminology
Miami-Dade Junior College
Miami

Paul M. Starnes
Director
Vocational-Technical Education
Law Enforcement Technology Program
St. Johns River Junior College
Palatka

DIVISION OF COMMUNITY COLLEGES
(continued)

Leonard Territo
Chairman
Department of Police Administration
St. Petersburg Junior College
St. Petersburg

Lawrence D. Tuttle
Chairman
Law Enforcement Department
Palm Beach Junior College
Lake Worth

James S. Walters
Director
Division of Applied Science
Law Enforcement Technology Program
Central Florida Community College
Ocala

Bruce L. Wragg
Criminal Justice Program
Lake Sumter Community College
Leesburg

PRIVATE INSTITUTIONS

Willis T. Dunn, Ph.D
Chairman
Law Enforcement Program
University of Tampa
Tampa

Earl S. Grauer
Director
Continuing Education
Saint Leo College
St. Leo

George Newland
Department of Criminal Justice
Florida Memorial College
Opalocka

PRIVATE INSTITUTIONS
(continued)

Dan Riva, Ph.D
Central Florida School for Continuing Studies
Rollins College
Winter Park

John O. Truitt
Director
Criminal Justice Continuing Education
Biscayne College
Miami